DOCUMENT RESUME

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IDENTIFIERS	*Indianapolis

ABSTRACT

Presented are Volumes 1 and 2 of the Indianapolis Comprehensive Special Education Plan as of July 1, 1971. Included are a description of the planning district (a total of 120 schools) and scope of the proposed program. Individually discussed in tabular and narrative form are program plans for the following exceptionalities: speech handicapped, hard of hearing, deaf, visually handicapped, educationally handicapped, trainable mentally retarded, educable mentally retarded, multiply handicapped, and physically handicapped. A timetable extending from 1970 to 1974 is given. Facility, personnel, and student enrollment data are summarized. Volume 2 consists of the following additional information: lists of membership and activities of special education planning committees, teacher recruitment information, a directory of services in Marion County for the handicapped (with facilities listed alphabetically including addresses and a brief description), a general overview of the instructional program from kindergarten through eighth grade (organized by subject areas within grades and including lists of instructional materials and learning areas), and the draft of a proposal to develop a comprehensive diagnostic teaching clinic. (DB)

COMPREHENSIVE SPECIAL EDUCATION PLAN

AS REQUIRED BY

CHAPTER 396, ACTS OF 1969

PHASE II

DUE ON OR BEFORE JULY 1, 1971

PART I.	Description of Planning District and Scope of Proposed Program
PART II.	Description of Exceptionality Areas
PART III.	Timetable for Implementing Comprehensive Plan
PART IV.	Summary of Data
PART V.	Contractual Agreements
PART VI.	Additional Information

Indianapolis Public Schools — Submitting School Corporation

120 East Walnut Street — Address

Indianapolis, Indiana 46204

Dr. Stanley C. Campbell — Superintendent

David E. Greenburg — Contact Person

Indianapolis Public Schools — Participating School Corporations

Part I. SCOPE OF THE PROPOSED PROGRAM AND DESCRIPTION OF THE PLANNING DISTRICT

A. Scope of the Proposed Program.

1. Check exceptionality areas that are included in the attached plan. (See page 11 for summary information.)

X	speech handicapped	X	educationally handicapped
X	hard of hearing	X	trainable mentally retarded
X	deaf	X	educable mentally retarded
X	physically handicapped	X	multiple handicapped
X	visually handicapped		

2. X School Psychological Services

3. X Related School Services

B. Enrollment - pupil population base.

1. Total enrollment of public school pupils in planning district (use most recent E. I. R. - 1 Report) 106,314

2. Total enrollment of parochial school pupils in planning district (Refer to Report of Statistical Information for Indiana School Corporations, Office of the State Superintendent of Public Instruction publication) 14,811

3. Does the pupil population planning base conform with the guidelines of the State Advisory Council? If the pupil planning population base is less than that recommended by the State Planning Guidelines, written clearance must be secured from the Office of the State Superintendent of Public Instruction, Division of Special Education.
X yes _____ no

C. Size of Planning District.

1. Number of square miles in the planning district 91.08

2. Number of public school buildings in the planning district (1970-71 school year)

Elementary	32
Middle School or Junior High	6
Senior High	11
Combined	71 (Elementary and Junior High)
Total	120

D. Describe the planning district: Attach Narrative:

1. List the participating schools (if Cooperative or Joint School Service and Supply).

2. Describe the rationale for the boundaries of the planning district.

3. What unique demographic variables exist?

The Indianapolis Public Schools will be the single participating school corporation in the comprehensive plan described herein.

The boundaries of the planning district are determined by and correspond with those of the Indianapolis Public Schools district.

One demographic characteristic of the planning district has been studied through analysis of white/non-white enrollments of school buildings over the past five-year period. The data indicate that Negro enrollments in all city schools increased 4.8% from 1965 to 1970. The number of schools which enrolled predominately white students decreased by 14% during the interval, and the number of schools which enrolled predominately Negro students remained the same during the period. The number of schools reflecting a Negro enrollment of less than 10% increased from fifty-three to fifty-six during the years from 1965 to 1970, and the number of schools reflecting a white enrollment of less than 10% increased from eighteen to twenty-two during the same time. The movement of the Negro population seems to be in a northeasterly direction from the inner city.

The influence of mobility of pupils within a school district has long been the subject of study and concern of the Indianapolis Public Schools. Evidence of high pupil mobility may mean that rapid social change is taking place. Through formula computation, indices of mobility have been provided for each of the Indianapolis schools. It was found that 14 school districts had high mobility indices and 17 school districts had low mobility indices. No precise geographic distribution can be made from the data.

Some change in non-public school enrollment figures has been noted. While

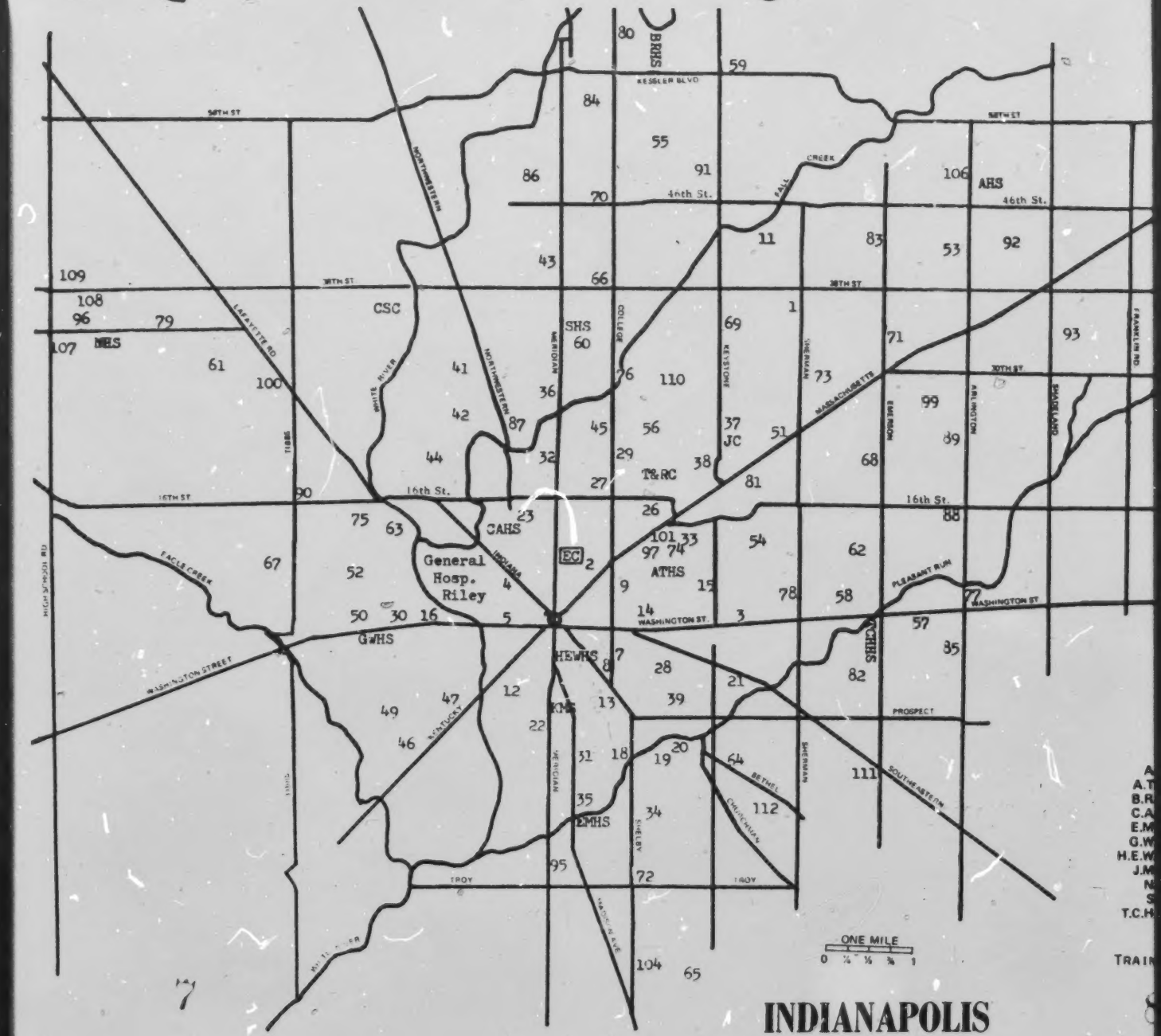
the elementary enrollment for both the Indianapolis Public Schools and the non-public schools has declined within the past five years; however, the decline in the number of pupils from the non-public schools, both in the metropolitian and city area, has been somewhat larger than that for the Indianapolis Public Schools. At the same time, the secondary enrollment for the Indianapolis Public Schools has increased while that for the non-public schools in the metropolitan and city area has declined.

To clarify the exact needs, direction, and future organizational plans for the schools, some knowledge of the future enrollments of the schools is necessary. Pupil predictions which attempt to indicate the trends of the future by interpreting the actions of the past are at best estimated. Enrollment projections for the elementary schools through 1980 show a significant downward trend with a rather consistant amount each year. This trend is already in effect. High school enrollments are expected to increase for the next three years before starting a downward trend following the pattern of the elementary schools.

The map on the following page depicts the schools and centers of the Indianapolis Public Schools. Immediately thereafter appears a list of buildings in which special education programs are housed. (Actually, as it appears for the 1971-72 school year.)

E. List the other agencies serving the handicapped in the planning district and briefly delineate their role as it relates to school-age handicapped pupils: Attach Narrative.

A Directory of Services in Marion County for the Handicapped has been prepared and included with this report. Due to the length of the directory, it is included as reference material in Volume II, rather than being included at this point in the narrative.


BRHS
KESSLER BLVD
56TH ST
46th St.
ARS
38TH ST
CSC
SHS
NHS
16TH ST
16th St.
CAHS
General Hosp. Riley
EC
ATHS
WASHINGTON ST.
GWHS
HEWHS
PROSPECT
KMHS
PMHS
TROY
SOUTHEASTERN
PLEASANT RUN
FALL CREEK
NORTHWESTERN
MERIDIAN
COLLEGE
KESSLER
DELAWARE
MASSACHUSETTS
EMERSON
ARLINGTON
FRANKLIN RD
SHERMAN
BETHEL
CHURCHMAN
SHELBY
KENTUCKY
INDIANA
WHITE RIVER
EAGLE CREEK
LAFAYETTE RD
HIGH SCHOOL RD
ONE MILE
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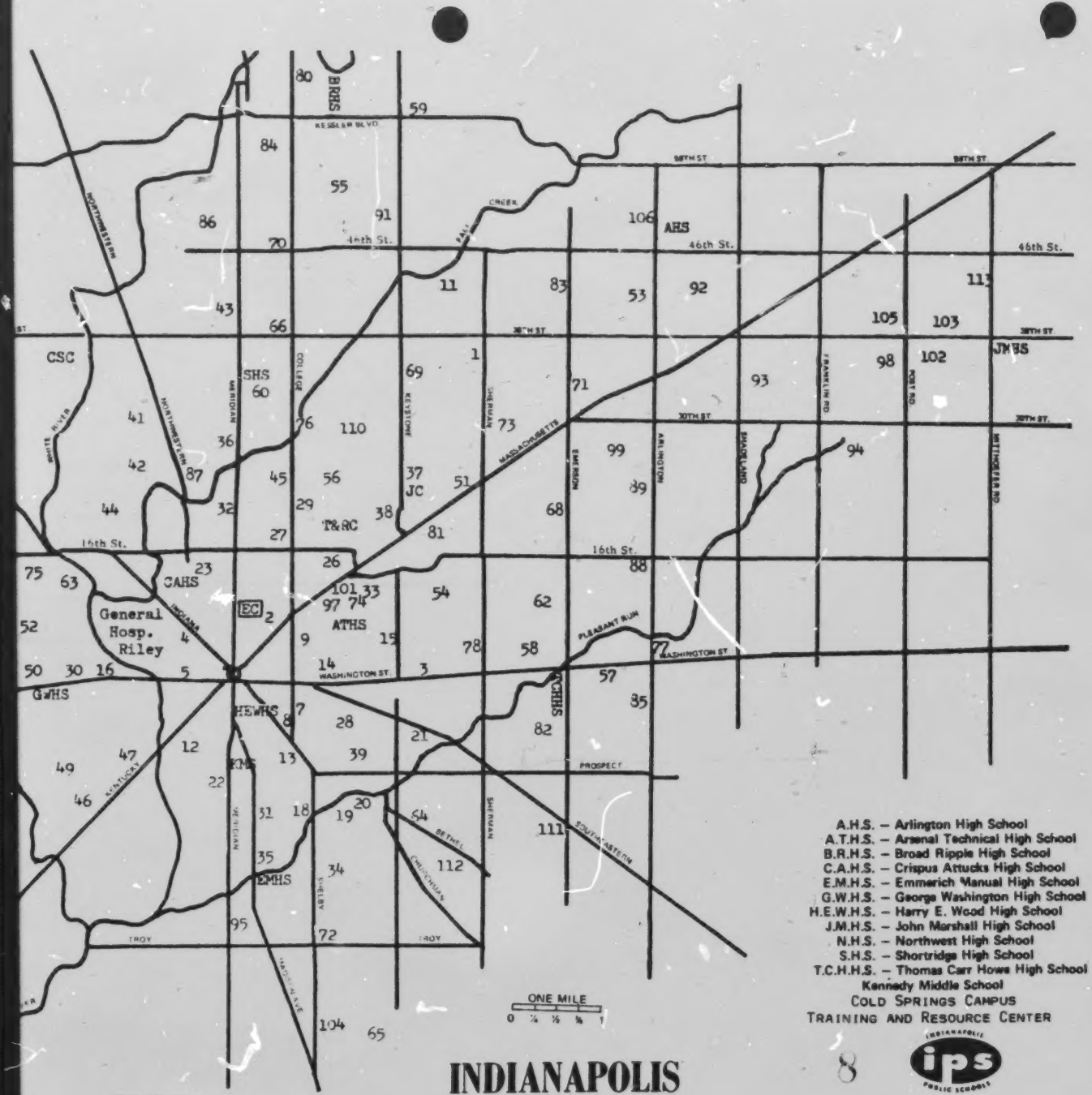
INDIANAPOLIS



A.H.S. – Arlington High School
A.T.H.S. – Arsenal Technical High School
B.R.H.S. – Broad Ripple High School
C.A.H.S. – Crispus Attucks High School
E.M.H.S. – Emmerich Manual High School
G.W.H.S. – George Washington High School
H.E.W.H.S. – Harry E. Wood High School
J.M.H.S. – John Marshall High School
N.H.S. – Northwest High School
S.H.S. – Shortridge High School
T.C.H.H.S. – Thomas Carr Howe High School
Kennedy Middle School
COLD SPRINGS CAMPUS
TRAINING AND RESOURCE CENTER

INDIANAPOLIS

IPS BUILDINGS HOUSING SPECIAL EDUCATION PROGRAMS
(1971-72 SCHOOL YEAR)

Building	Type of Class	Number
2	EMR	2
4	EMR	4
5	TMR	10
7	TMR	11
8	EMR	4
9	EMR	4
	EH	3
12	EMR	8
14	EMR	1
16	EMR	3
21	EMR	2
22	EMR	2
23	EMR	4
26	EMR	11
	EH	4
27	EMR	3
	EH	7
28	EMR	5
29	EMR	2
32	EMR	3
36	EMR	3
37	EMR	2
38	EMR	3
39	EMR	2
41	EMR	6
42	EMR	2
44	EMR	2
45	EMR	2
46	EMR	2
47	EMR	2
50	EMR	1
51	EMR	4
52	EMR	3
55	EMR	4
56	EMR	2
59	TMR	4
60	EMR	4
63	EMR	1
64	EMR	2
66	EMR	2
67	EMR	1
73	EMR	1
74	EMR	3
	VH	2
	H/H	6
75	EMR	4
76	EMR	2
79	EMR	2
83	EMR	2
85	EMR	1
97	PH	12
99	EMR	1
100	EMR	2
101	EMR	1
	VH	1
	H/H	1
110	EMR	2
112	EMR	2
CSC	EMR	1
HEWJH	EMR	7
HEWHS	EMR	1
CAHS	EMR	1
EMHS	EMR	1
AHS	EMR	1
JMHS	EMR	1
NHS	EMR	1
GWHS	EMR	1
TCHHS	EMR	1
SHS	EMR	1
ATHS	EMR	1
	VH	1
BPHS	EMR	1

Speech and hearing services are available at all numbered locations.
JC--Juvenile Detention Center (5 classes)
Nine EH resource teachers are not located above.

Speech Handicapped Exceptionality Area

Indianapolis Public Schools Planning District

Part II. DESCRIPTION OF EXCEPTIONALITY AREAS
(To be completed for each exceptionality area) Please duplicate the Part II forms in accordance with the number needed.

A. Survey Results. Note: Summary Report requires number served.

1. Number of exceptional pupils estimated (incidence rate) 6322

2. Total number of exceptional pupils located in survey (including those presently served) 5105

   a. number meeting exceptionality area eligibility requirements included in Rule S-1)Revision in process) 5105

   b. number requiring additional data collection or futher diagnosis before eligibility for special education can be confirmed --

(Note: the sum of a and b above should equal A-2)

3. If the number of exceptional pupils estimated varies significantly from the number actually located in the survey (in other words, if A-1 and A-2 do not compare favorably), what might account for this discrepancy? (Attach addendum to exceptionality area narrative.)

B. Personnel.

1. Number of personnel presently employed in planning district

	Admin. Super. PVC	Spec. Class	Resource Room	Itin. Spec.	Teacher Aide
Pre-School (Opt.)	//////////////	-	-	-	-
Primary-Intermediate	//////////////	-	-	25	-
Jr. High and/or Middle School	//////////////	-	-	6	-
Senior High	//////////////	-	-	-	-
Totals	1	-	-	31	-
Grand Total =	//////////////	//////	//////////	//////	//////

2. Number of additional personnel needed in planning district

	Admin. Super. PVC	Spec. Class	Resource Room	Itin. Spec.	Teacher Aide
Pre-School (Opt.)	//////////////	-	-	-	-
Primary-Intermediate	//////////////	-	-	10	-
Jr. High and/or Middle School	//////////////	-	-	3	-
Senior High	//////////////	-	-	6	-
Totals	-	-	-	19	-
Grand Total =	//////////////	//////	//////////	//////	//////

Key to Abbreviations: Spec. Class . . . Special Class
Itin. Spec. . . . Itinerant Specialist
PVC . . . Pre-Vocational Coordinator

When applicable, report personnel employed/needed in full-time equivalents.

Part II. (Continued)

Speech Handicapped

Indianapolis Public Sc

C. Physical Facility

Exceptionality Area	Number Rooms Presently Used				Number Additional Rooms Needed				
	Full Time		Part Time		Full Time		Part Time		Ful
	1 Regular	2 Small	3 Regular	4 Small	5 Regular	6 Small	7 Regular	8 Small	(1-5 Regul
Pre-School (Opt.)	-	-	-	-	-	-	-	-	-
Primary-Intermediate	-	-	-	31	-	-	-	13	-
Jr. High and/or Middle School	-	-	-		-	-	-		-
Senior High	-	-	-	-	-	-	-	6	-
Totals	-	-	-	31	-	-	-	19	-

When applicable, report shared facilities in tenth of time used/needed per week for special education; e counting 1/10 and each afternoon counting 1/10.

Speech Handicapped Exceptionality Area

Indianapolis Public Schools Planning District

Area	Number Rooms Presently Used				Number Additional Rooms Needed				Total Rooms Needed			
	Full Time		Part Time		Full Time		Part Time		Full Time		Part Time	
	1 Regular	2 Small	3 Regular	4 Small	5 Regular	6 Small	7 Regular	8 Small	(1-5) Regular	(2-6) Small	(3-7) Regular	(4-8) Small
	-	-	-	-	-	-	-	-	-	-	-	-
te	-	-	-	31	-	-	-	13	-	-	-	44
ddle School	-	-	-		-	-	-		-	-	-	
	-	-	-	-	-	-	-	6	-	-	-	6
	-	-	-	31	-	-	-	19	-	-	-	50

report shared facilities in tenth of time used/needed per week for special education; each morning
d each afternoon counting 1/10.

SPEECH HANDICAPPED

1. Levels

Services are curently available for the speech handicapped in the elementary and junior high schools (student ages approximately six through fourteen). Programming will extend into the high schools as additional personnel are available for assignment there. The expansion to high schools will be included in the final phase (1973) of program development.

2. Sequential Develcpment

With the current staff (1970-71 school year) of 31 speech clinicians, each is responsible for an average of just over 2300 elementary students. This figure, by 1973, will be reduced to 2140, and will include high school students. Staff additions for the 1971-72 and 1972-73 school years will serve to provide adequate coverage of elementary and junior high schools.

3. Grouping Arrangement

Grouping for therapy sessions is an option of the respective clinician. The same is true of the type of scheduling (such as block-type vs. conventional). In grouping, scheduling, and caseload, clinicians will be expected to follow the rules and regulations of the Department of Public Instruction, Division of Special Education.

4. Eligibility and Selection

Students are screened for participation in the speech therapy program by the respective clinicians. Those students routinely screened include those in the first grade (and kindergarten as scheduling allows), students formerly enrolled in the speech program, new students to the school, and those others referred by teachers and other school personnel. Screening procedures, although optional for each clinician, generally include an informal picture stimulus test and most frequently the VanRiper-Erickson Predictive Screening Test of Articulation or the Carter Buck

Predictability Test

When deemed necessary or beneficial, children may be referred to any of the appropriate agencies listed in the directory of services which appears in Volume II of this report. Those most frequently called upon include the Indiana University Medical Center Department of Audiology and Speech, the Indianapolis Public Schools Diagnostic Teaching Center (also described in Volume II), and respective family physicians. The Indianapolis Public Schools have been approached by personnel of the IUMC Department of Audiology and Speech relative to providing for students with communication disorders, diagnostic services following direct clinician referral, prescribed theraputic techniques, and follow-up case review. Referrals to other IUMC services would be made as appropriate. At this point, the cooperative effort is still in the planning stage; consequently, a specific program cannot be fully outlined. Implementation is largely dependent upon funding.

5. Administration and Supervision

The speech therapy program is administered by the Supervisor of Special Education through a consultant for Speech and Hearing Services. Some degree of administrative districting is being considered, but plans are too indefinite for specific details to be included at this point.

6. Coordination and Integration

The speech therapy program is closely integrated with the regular classroom program to the extent that personal interaction exists between the clinician and the classroom teacher. Such associations are urged and encouraged through clinician-prepared in-service sessions for teachers. Staff members work closely with social service workers, psychological consultants, and public health nurses primarily to facilitate referrals and the acquisition of case information.

7. Personnel

At this point, acquiring personnel for work with the speech handicapped presents no difficulty. Efforts, then, will go toward upgrading personnel in the department through both more thorough screening of applicants and in-service training of present staff. The former option is being exercised through employment of individuals whose specific training and/or experience complement the present staff. This is particularly applicable at this time in the area of language development--a weak area within the present staff. Applicants with specific training and/or experience in this area are particularly valuable at this time. In addition, this department of the Special Education Service Branch has already under-taken a series of in-service sessions for professional improvement. Six of these two-hour sessions have been conducted during the 1970-71 school year with resource personnel from both state-supported and private agencies. Clinicians themselves are responsible for in-service sessions for the regular school program personnel with whom they work, and most buildings have one of these sessions each year to inform staff members of the functions of the clinicians and the benefits of cooperative efforts. Throughout the school year, the Training and Resource Center offers a complete schedule of in-service sessions, any of which clinicians may elect to attend. All personnel in the Indianapolis Public Schools are required to attend a minimum of six hours of in-service instruction each semester.

8. Special Equipment and Instructional Materials

The available special equipment and materials necessary for work with speech handicapped pupils includes: audiometers, desk amplifiers, tape recorders, an oral manometer, Language Masters, typewriters, mirrors, diagnostic instruments, speech stimulation cards, commercial speech therapy materials, reference materials, ditto and copying materials and equipment, record players, records, reel and cassette tapes (programmed and blank), and materials for clinician-prepared motivational devices. Through the

Indianapolis Public Schools' Training and Resource Center, other items of equipment and materials are available for experimentation and evaluation before purchasing as items for the department.

9. Vocational Education and Vocational Rehabilitation

No direct contact has been established within either the Vocational Education Office or the Indiana Division of Vocational Rehabilitation, although student evaluations are available at any time for use by the latter in planning appropriately for individuals who have communication disorders.

10. Private and State Agencies

No attempt has been made for specific cooperative planning with private agencies. As stated earlier, personnel from the state universities have been utilized in in-service training sessions. Student referrals are annually made to each of the state university summer speech clinics, and frequently to those clinics conducted through the school year. Due to accessibility, the most frequent of the latter referrals are to the IUMC Department of Audiology and Speech. Also mentioned in number 4 above is the probability of a cooperative effort with that agency for diagnostic, prescriptive, and follow-up interaction. The private and state agencies most frequently utilized include the IUMC Department of Audiology and Speech, the Indianapolis Speech and Hearing Center, and the speech clinics of the four state universities: Ball State, Indiana, Indiana State, and Purdue.

11. Housing

Each building principal is responsible for providing a quiet area in which the speech clinician may work. The clinician may need to confer with other visiting personnel in a given building to determine when the room in which he will work is available. Most often a room is shared with a social worker or a health room with a nurse.

12. Aides

The use of aides has not been included in planning for the speech handicapped.

13. Transportation

No provisions are necessary for the transportation of speech handicapped pupils except for special referrals to diagnostic services. Arrangements may be made through the social worker, public health nurse, or building principal when the student's family is unable to provide transportation for these services.

14. Evaluation

Personnel evaluation is the responsibility of the respective building principals and is conducted by them for reporting to the Office of Staff Personnel. Program evaluation is conducted by the Special Education Office through the annual speech therapy report which numerically displays students enrolled and identified by level and disorder, disposition of cases, parent conferences, etc. The consultant to the program and her committee of clinicians for professional improvement function somewhat as evaluators to identify areas needing attention and investigate possible solutions. Students are re-evaluated at least at mid-year and at the end of the year.

15. Psychological Services

Students need not have a psychological evaluation, but may be referred for such diagnostic work by the clinician.

16. Related School Services

As stated in numbers 4 and 6 above, clinicians may refer students to the Diagnostic Teaching Center for in-depth diagnostic work. Clinicians also may refer to or collaborate with personnel of social services, public health services, psychological services, guidance, reading clinic, or any other agency or office of the Indianapolis Public Schools. Department in-service sessions serve to inform clinicians of other school services that they may be used more effectively.

Deaf Exceptionality Area

Indianapolis Public Schools Planning District

Part II. DESCRIPTION OF EXCEPTIONALITY AREAS
(To be completed for each exceptionality area) Please duplicate the Part II forms in accordance with the number needed.

A. Survey Results. Note: Summary Report requires number served.

1. Number of exceptional pupils estimated (incidence rate) 95

2. Total number of exceptional pupils located in survey (including those presently served) 110

   a. number meeting exceptionality area eligibility requirements included in Rule S-1)Revision in process) 110

   b. number requiring additional data collection or futher diagnosis before eligibility for special education can be confirmed --

(Note: the sum of a and b above should equal A-2)

3. If the number of exceptional pupils estimated varies significantly from the number actually located in the survey (in other words, if A-1 and A-2 do not compare favorably), what might account for this discrepancy? (Attach addendum to exceptionality area narrative.)

B. Personnel.

1. Number of personnel presently employed in planning district

	Admin. Super. PVC	Spec. Class	Resource Room	Itin. Spec.	Teacher Aide
Pre-School (Opt.)	//////////				
Primary-Intermediate	//////////	The same personnel are utilized			
Jr. High and/or Middle School	//////////	as reported for Hard of Hearing.			
Senior High	//////////				
Totals					
Grand Total =	//////////	//////	//////////	//////	//////

2. Number of additional personnel needed in planning district

	Admin. Super. PVC	Spec. Class	Resource Room	Itin. Spec.	Teacher Aide
Pre-School (Opt.)	//////////				
Primary-Intermediate	//////////	The same personnel will be utilized			
Jr. High and/or Middle School	//////////	as reported for Hard of Hearing.			
Senior High	//////////				
Totals					
Grand Total =	//////////	//////	//////////	//////	//////

Key to Abbreviations: Spec. Class . . . Special Class
Itin. Spec. . . . Itinerant Specialist
PVC . . . Pre-Vocational Coordinator

When applicable, report personnel employed/needed in full-time equivalents.

art II. (Continued)

Deaf

Indianapolis Public Scho

C. Physical Facility

Exceptionality Area	Number Rooms Presently Used				Number Additional Rooms Needed				
	Full Time		Part Time		Full Time		Part Time		Full
	1 Regular	2 Small	3 Regular	4 Small	5 Regular	6 Small	7 Regular	8 Small	(1-5) Regula
Pre-School (Opt.)									
Primary-Intermediate		Facilities used in the education of Deaf pupils are common wit							
Jr. High and/or Middle School		the education of Hard of Hearing pupils--without differentiati							
Senior High									
Totals									

When applicable, report shared facilities in tenth of time used/needed per week for special education; e
counting 1/10 and each afternoon counting 1/10.

Deaf Exceptionality Area

Indianapolis Public Schools Planning District

Area	Number Rooms Presently Used				Number Additional Rooms Needed				Total Rooms Needed			
	Full Time		Part Time		Full Time		Part Time		Full Time		Part Time	
	1 Regular	2 Small	3 Regular	4 Small	5 Regular	6 Small	7 Regular	8 Small	(1-5) Regular	(2-6) Small	(3-7) Regular	(4-8) Small
		Facilities used in the education of Deaf pupils are common with those used in										
dle School		the education of Hard of Hearing pupils--without differentiation.										

report shared facilities in tenth of time used/needed per week for special education; each morning each afternoon counting 1/10.

DEAF

1. Levels

Programming for deaf students at all levels is available within the Indianapolis Public Schools district either in public school buildings or at the Indiana State School for the Deaf. The altered program planned for deaf students will enable them to utilize the facilities of both agencies rather than forcing them to choose between the two, particularly at the secondary level. Pre-school programming is available at the Indiana State School for the Deaf.

2. Sequential Development

Whether placed in public school programs or those at the State School for the Deaf, pupils pursue curriculum based upon grade level placement and the abilities of the individual child. Although language development is stressed by both agencies, it recieves more emphasis and is more structured at ISD. Programs are more academically oriented at elementary and junior high levels and may (at the pupils' election) be work-study oriented at the secondary level.

3. Grouping Arrangements

Two options are available for deaf students at the elementary and junior high levels: they may choose to attend special classes at the Indiana State School for the Deaf or they may choose the public school program for the hearing impaired. Placement in the latter program may become dependent upon the extent to which language development is delayed. As mentioned, grouping in either program is by grade level and the pupil's individual abilities.

Three options will be available for deaf students at the secondary level: (1) full-time attendance at a public high school with resource

assistance, (2) part-time attendance at a public high school and part-time at the State School for the Deaf, or (3) full-time attendance at the State School for the Deaf. Again, individual abilities will, in the main, determine which option is recommended. IPS work-study programs will be available to students who follow any of the options (see number 9 below).

4. Eligibility and Selection

Individuals may become eligible for placement in the program for deaf students following an audiometric examination by a certified audiologist and an individually administered psychological examination. The appropriate examining personnel and educators from both the Indianapolis Public Schools and the Indiana State School for the Deaf participate in staffings designed to plan programming with the appropriate agency or a combination of the two.

5. Administration and Supervision

Personnel of the State School for the Deaf and of the Indianapolis Public Schools (as designated by the Superintendent, ISD, and the Supervisor of Special Education, IPS) will administer the components of the program for deaf students in the respective locations. The consultant from the public schools will be responsible for liaison work coordinating programs for individual students who are in attendance part-time at ISD and part-time with IPS. Although indefinite at this time, in all probability the consultant for this program will be the same person working with the hard of hearing and visually handicapped programs.

6. Coordination and Integration

At the elementary level when students attend classes in the Indianapolis Public Schools, they attend in buildings housing regular classrooms; thus, facilitating integration with regular class, normal-hearing students. They are integrated to a great degree for such regular school programs as physical education, music, home economics, industrial arts, and extra-curricular activities. Teachers of special classes are encouraged to ar-

range situations whereby individual students may participate in some academic areas in regular classrooms with normal-hearing students. Such arrangements are limited only by the willingness of the receiving regular class teacher and the capabilities of the individual child.

At the secondary level, integration with regular class pupils will be proportionate to the amount of time spent in regular high school buildings--full-time, part-time, or none. Student-assisting note takers (other students) will be utilized to help high school aged deaf students.

7. Personnel

Annual personnel needs in this area have been relatively small, thus, not testing the availability of certified teachers of the deaf. The primary thrust of recruitment to fill added positions, however, will probably include contacts with training institutions graduating persons with appropriate certification--in Indiana, Ball State University. Notices of vacancies will also be sent to such institutions as Northwestern University, the University of Michigan, Ohio State University, and the Central Institute for the Deaf in an attempt to diversify training backgrounds. See also Staff Personnel in Volume II.

The consultant to the program will remain responsible for in-service training of staff, parents, and other interested individuals in the community. Throughout the school year, the Training And Resource Center offers a complete schedule of in-service sessions, any of which teachers may attend. All teaching personnel in the Indianapolis Public Schools are required to attend a minimum of six hours of in-service instruction each semester.

8. Special Equipment and Instructional Materials

Amplification equipment is the only item entirely unique to the programs for deaf and hard of hearing students. Group hearing aids are in use in special classrooms and desk amplifiers are available for use by students

receiving resource assistance (if needed). Optimum use is made of audio-visual equipment available to all classrooms such as recorders, record players, projectors (overhead, opaque, film, film-strip), etc. Instructional materials used are like those found in regular classrooms, but with the frequent addition of language-teaching materials such as the Fitzgerald Key.

9. Vocational Education and Vocational Rehabilitation

At the secondary level, deaf students are included in work-study programs such as Distributive Education, Industrial Cooperative Training, Cooperative Office Education, or Pre-employment Vocational Experience, when elected. Students may choose to pursue other educational programs which are not work-study in nature. Guidance personnel at the secondary level bear the primary responsibility for making deaf students aware of the work-study programs available. Resource personnel at the secondary level will assist guidance personnel in this process and will bear responsibility for communication with the Division of Vocational Rehabilitation relative to student evaluation for direction, placement, and/or sponsorship.

10. Private and State Agencies

Some Indianapolis deaf students will attend the Indiana State School for the Deaf on either a full-time or a part-time basis. At the same time, some students from that facility will be enrolled in Indianapolis schools on either a full-time or a part-time program. (See number 11 below.)

Private and/or state agencies may be utilized for pupil evaluation leading to determination of eligibility. Those most frequently utilized include the Indiana University Medical Center Department of Audiology and Speech, the Indiana State School for the Deaf, the Indianapolis Speech and Hearing Center, and the audiology sections of the four state universities: Ball State, Indiana, Indiana State, and Purdue.

11. Housing

Elementary and junior high special classes for the deaf are housed in regular public school buildings in Indianapolis or in homogenously grouped units at the State School for the Deaf. Students at the secondary level may attend either public high schools, that at the State School for the Deaf, or both on a part-time schedule. Determination of whether programming at ISD (for Indianapolis Public Schools' deaf pupils) is full-time or part-time will be made by the Supervisor of Special Education, IPS, and the Superintendent, ISD, (or their designates) on the basis of the severity of the pupil's hearing loss, the course of instruction the pupil wishes to pursue, and the individual's requirements for successful instruction. Work-study phases of education will, in all cases, be handled by the coordinator of the appropriate cooperative (DE, ICT, COE, or PVE) at the respective IPS high school. At this point, the decision has not been made whether to utilize the personnel at the pupil's regular building or those of one (or two) designated building(s) where resource personnel are also available. The latter plan is more probable.

12. Aides

The use of aides has not been included in planning for the deaf. They could, however, be included at a later time.

13. Transportation

The elementary and junior high deaf pupils, requiring special class placement, are provided schoolbus transportation from their homes. They are collected with other handicapped pupils on the pick-up routes; and at a central point, they change to shuttle buses which transport them to the respective school buildings. The process is reversed at the end of the school day. Secondary students may require special transportation arrangements only if they attend the Indiana State School for the Deaf for part of the day. Full-day students will receive either passes for city bus transportation or (if unable to handle that situation) the pick-up-

shuttle service described above. Part-time students at ISD may receive either the passes described above or the pick-up-shuttle service with shuttle buses to the appropriate city high school for that part of their program.

14. Evaluation

Personnel evaluation is the responsibility of the respective building administrations; and for those employed by IPS, information is reported to the Office of Staff Personnel. Program evaluation is also done by both agencies through consultants' observations, pupil progress reports, and parent evaluations (both formal and informal). Students are re-evaluated each year for both hearing loss and academic performance. The audiometric evaluation will be completed by a certified audiologist. (See also number 15 below.)

15. Psychological Services

Students referred for placement in special programs for the deaf must have an individually administered psychological examination. The psychological consultant also schedules a follow-up conference with the receiving teacher. Students are then individually retested every three years, or less if requested by teachers or parents.

16. Related School Services

Any deaf student may be referred to the Indianapolis Public Schools' Diagnostic Teaching Center for evaluation and educational prescription. An integral component of the center is the diagnostic audiometric equipment and speech/language pathologist and audiologist.

Public health nurses serve a necessary role in programming for deaf students, particularly in follow-up case work when medical recommendations are made. Social service workers are also helpful in this area through home visits and family consultation. Guidance services are available to deaf students as they are to normal-hearing students. Counselors are in-

strumental in making pupils aware of curricular offerings and occupational choices.

Hard of Hearing Exceptionality Area

Indianapolis Public Schools Planning District

Part II. DESCRIPTION OF EXCEPTIONALITY AREAS
(To be completed for each exceptionality area) Please duplicate the Part II forms in accordance with the number needed.

A. Survey Results. Note: Summary Report requires number served.

1. Number of exceptional pupils estimated (incidence rate) 632

2. Total number of exceptional pupils located in survey (including those presently served) 235

a. number meeting exceptionality area eligibility requirements included in Rule S-1)Revision in process) 235

b. number requiring additional data collection or futher diagnosis before eligibility for special education can be confirmed --

(Note: the sum of a and b above should equal A-2)

3. If the number of exceptional pupils estimated varies significantly from the number actually located in the survey (in other words, if A-1 and A-2 do not compare favorably), what might account for this discrepancy? (Attach addendum to exceptionality area narrative.)

B. Personnel.

1. Number of personnel presently employed in planning district

	Admin. Super. PVC	Spec. Class	Resource Room	Itin. Spec.	Teacher Aide
Pre-School (Opt.)	////////////	1	-	-	-
Primary-Intermediate	////////////	5	-	-	-
Jr. High and/or Middle School	////////////	1	-	-	-
Senior High	////////////	-	-	-	-
Totals	.25	7	-	-	-
Grand Total =	////////////	///////	//////////	///////	///////

2. Number of additional personnel needed in planning district

	Admin. Super. PVC	Spec. Class	Resource Room	Itin. Spec.	Teacher Aide
Pre-School (Opt.)	////////////	1	-	-	-
Primary-Intermediate	////////////	1	-	-	-
Jr. High and/or Middle School	////////////	2	-	-	-
Senior High	////////////	-	2	-	-
Totals	.25	4	2	-	-
Grand Total =	////////////	///////	//////////	///////	///////

Key to Abbreviations: Spec. Class . . . Special Class
Itin. Spec. . . . Itinerant Specialist
PVC . . . Pre-Vocational Coordinator

When applicable, report personnel employed/needed in full-time equivalents.

Part II. (Continued)

Hard of Hearing

Indianapolis Public Sch

C. Physical Facility

Exceptionality Area	Number Rooms Presently Used				Number Additional Rooms Needed				
	Full Time		Part Time		Full Time		Part Time		Ful
	1 Regular	2 Small	3 Regular	4 Small	5 Regular	6 Small	7 Regular	8 Small	(1-5 Regul
Pre-School (Opt.)	1	-	-	-	1	-	-	-	2
Primary-Intermediate	5	-	-	-	1	-	-	-	6
Jr. High and/or Middle School	1	-	-	-	2	-	-	-	3
Senior High	-	-	-	-	-	2	-	-	-
Totals	7	-	-	-	4	2	-	-	11

When applicable, report shared facilities in tenth of time used/needed per week for special education; e
counting 1/10 and each afternoon counting 1/10.

Hard of Hearing — Exceptionality Area

Indianapolis Public Schools — Planning District

rea	Number Rooms Presently Used				Number Additional Rooms Needed				Total Rooms Needed			
	Full Time		Part Time		Full Time		Part Time		Full Time		Part Time	
	1 Regular	2 Small	3 Regular	4 Small	5 Regular	6 Small	7 Regular	8 Small	(1-5) Regular	(2-6) Small	(3-7) Regular	(4-8) Small
	1	-	-	-	1	-	-	-	2	-	-	-
	5	-	-	-	1	-	-	-	6	-	-	-
e School	1	-	-	-	2	-	-	-	3	-	-	-
	-	-	-	-	-	2	-	-	-	2	-	-
	7	-	-	-	4	2	-	-	11	2	-	-

port shared facilities in tenth of time used/needed per week for special education; each morning
ach afternoon counting 1/10.

HARD OF HEARING

1. Levels

Special class placement and resource help are currently available for students from kindergarten through eighth grade (approximate ages, 5 through 15). One component of the proposed program for hard of hearing students includes two resource teachers to assist high school-age hard of hearing students, thus extending the academic services to include those 16 through 18 and not currently served. Special classes for secondary students are not planned, although it is anticipated some students may require both considerable time in the resource room setting and curriculum manipulation, as well as work-study oriented programs through DE, ICT, COE, or PVE.

Speech and hearing personnel serve the hard of hearing in lip reading instruction and auditory training, thus providing non-academic services. As stated in the section describing services for the speech handicapped, the speech and hearing program currently functions in elementary and junior high buildings. As the program extends into the high schools, clinicians will provide non-academic resource services at that level. Speech and hearing personnel are responsible for the hearing testing program.

2. Sequential Development

Teachers in special classrooms for the hard of hearing follow the regular classroom curriculum as prepared by the Division of Curriculum and Supervision of the Indianapolis Public Schools (kindergarten, elementary, and junior high). They follow, then, the sequential development presented in the regular curriculum guide. (See the General Overview of the Instructional Program in Volume II.) At the secondary level where no special classes exist or are planned, students follow the regular course pattern

in regular classes, but will have the assistance of resource personnel.

3. Grouping Arrangements

Students in special classes for the hard of hearing are grouped according to grade placement; consequently, all six levels for continuous progression are available. Class size varies, generally, within the six to nine students range, but a maximum enrollment of eight students per classroom is desired and intended unless under unusual and temporary circumstances. At the secondary level where special classes are not planned, hard of hearing students will be grouped in classes with those who have normal hearing. They will be segregated for resource room activities and the non-academic services of speech and hearing personnel (the latter is also true of elementary level students receiving such services.)

4. Eligibility and Selection

Each year all children in the first, fourth, seventh, and tenth grades are given a pure-tone audiometric screening test. Before testing is done in each building, the principal receives a list of children who were absent and who failed the test the previous year. These students, along with teacher referrals, are seen at the time of the screening. The students are screened at 30 to 35dB (depending upon the noise level in the room at the 250, 500, 1000, 2000, 4000, and 8000 cycles-per-second frequencies. A loss of 35 to 40dB or greater at two or more frequencies in a single ear constitutes sufficient loss for a re-check, requiring a full audiogram. Children are referred for medical diagnosis and/or treatment when they display a 40 to 45dB loss at all frequencies or a 50dB loss at two upper or two lower frequencies or when they have earache or other complaints. Speech and hearing personnel are responsible for hearing testing, for further referrals, for recommendations such as special seating in the classroom or lipreading and auditory training instruction, and for follow-up to their recommendations.

Elementary students become eligible for special class placement following: (1) recommendation by an otologist or other qualified physician, (2) 35dB loss or greater in the better ear after any corrective measures, and (3) approval by the Supervisor of Special Education. Secondary students become eligible for resource room assistance through decisions by the speech and hearing clinician and the resource personnel, based on test information, classroom performance, and recommendations of teachers or other professional personnel. (Regulations are somewhat less rigid at the secondary level due to the student's participation in regular classes and somewhat increased freedom of curriculum choice.) Both elementary and secondary hard of hearing students qualify for the non-academic resource assistance of the speech and hearing clinician by decision of the clinician on the basis of test information, classroom performance, and recommendations of teachers or other professional personnel.

5. Administration and Supervision

The program for hard of hearing students is administered by the Supervisor of Special Education through a consultant, part of whose responsibility is this program. Currently, the consultant in charge is available approximately one-fourth time (sharing time with the programs for the visually handicapped, the physically handicapped, and some of the educable mentally retarded--being certified in all of these areas also). By September of 1973, plans call for one-half-time consultant service for this program, time shared probably with the program for the visually handicapped.

6. Coordination and Integration

Hard of hearing students are fully integrated in regular school programs unless placed in special classes at either the elementary or the junior high level. Special classes for the hard of hearing are located in buildings which house regular classrooms of children within the same age range, thus facilitating integration with regular-class, normal-hearing

students. They are integrated to a great degree for such regular school programs as physical education, music, home economics, industrial arts, and extra-curricular activities. Teachers of special classes for the hard of hearing are encouraged to arrange situations whereby individual students may participate in some academic areas in regular classrooms with normal-hearing students. Such arrangements are limited only by the willingness of the receiving regular class teacher and the capabilities of the individual hard of hearing child.

7. Personnel

Annual personnel needs in this area have been relatively small, thus, not testing the availability of certified teachers of the hard of hearing. The primary thrust of recruitment to fill added positions, however, will probably include contacts with training institutions graduating persons with appropriate certification--in Indiana, Ball State University. Notices of vacencies will also be sent to such institutions as Northwestern University, the University of Michigan, Ohio State University, and the Central Institute for the Deaf in an attempt to diversify training backgrounds. See also Staff Personnel in Volume II.

The consultant to the program and speech and hearing personnel will remain responsible for in-service training of staff not associated with the program and of parents and other interested individuals in the community. Special class teachers' in-service training is conducted both daily through interaction (classes are located in close proximity within two buildings, one next to the other) and periodically as planned by the consultant to the program. Throughout the school year, the Training and Resource Center offers a complete schedule of in-service sessions, any of which teachers may elect to attend. All teaching personnel in the Indianapolis Public Schools are required to attend a minimum of six hours of in-service instruction each semester.

8. Special Equipment and Instructional Materials

Amplification equipment is the only item entirely unique to the programs for deaf and hard of hearing students. Group hearing aids are in use in special classrooms and desk amplifiers are available for use by students receiving resource assistance (if needed). Optimum use is made of audio-visual equipment available to all classrooms such as recorders, record players, projectors (overhead, opaque, film, film-strip), etc. Instructional materials used are like those found in regular classrooms, but with the frequent addition of language-teaching materials such as the Fitzgerald Key.

9. Vocational Education and Vocational Rehabilitation

At the secondary level, hard of hearing students are included in work-study programs such as Distributive Education, Industrial Cooperative Education, Cooperative Office Education, and Pre-employment Vocational Experience, when elected. Students may choose to pursue other educational programs which are not work-study in nature. Guidance personnel at the secondary level bear the primary responsibility for making hard of hearing students aware of the work-study programs available. Resource personnel at the secondary level will assist guidance personnel in this process and will bear responsibility for communication with the Division of Vocational Rehabilitation relative to student evaluation for direction, placement, and/or sponsorship.

10. Private and State Agencies

Those hard of hearing students who find they are unable to function successfully in the secondary program, even with the assistance of resource personnel, may be transferred to the Indiana State School for the Deaf for either full- or part-time programming. At the same time, students from that facility will be enrolled in Indianapolis schools on either part- or full-time basis. See also number 11 below.

Private and/or state agencies may be utilized for pupil evaluation leading to determination of eligibility. Those most frequently utilized include the Indiana University Medical Center Department of Audiology and Speech, the Indiana State School for the Deaf, the Indianapolis Speech and Hearing Center, and the audiology sections of the four state universities: Ball State, Indiana, Indiana State, and Purdue.

11. Housing

Elementary and junior high special classes for the hard of hearing are housed in regular elementary and junior high buildings to facilitate integration with normal-hearing students of the same age range. Those hard of hearing students receiving resource assistance (at elementary, junior high, and high school levels) are housed in regular buildings, as they are enrolled in regular classes.

Those hard of hearing students at the secondary level who find they are unable to function successfully in the program, even with the resource assistance provided, may be transferred to the Indiana State School for the Deaf, which is located within the school district, for either full- or part-time programming. Determination of whether programming at ISD for IPS hard of hearing pupils is full- or part-time will be made by the Supervisor of Special Education, IPS, and the Superintendent of ISD (or their designates) on the basis of the severity of the pupil's hearing loss, the course of instruction the pupil wishes to pursue, and the individual's requirements for successful instruction. Work-study phases of education will, in all cases, be handled by the coordinator of the appropriate cooperative (DE, ICT, COE, or PVE) at the respective IPS high school. At this point, the decision has not been made whether to utilize the personnel at the pupil's regular building or those of one (or two) designated building(s) where resource personnel are also available. The latter plan is more probable.

12. Aides

The use of aides has not been included in planning for the hard of hearing. They could, however, be included at a later time.

13. Transportation

The elementary and junior high hard of hearing pupils who require special class placement are provided schoolbus transportation from their homes. They are collected with other handicapped pupils on pick-up routes; and at a central point, they change to shuttle buses which transport them to the respective school buildings. The process is reversed at the end of the school day. Elementary and junior high students who receive resource assistance require no special provision for transportation. Secondary students may require special transportation arrangements only if they attend the Indiana State School for the Deaf for part of the day. Full-day students will receive either passes for city bus transportation or (if unable to handle that situation) the pick-up-shuttle service described above. Part-time students at ISD may receive either the passes described or the pick-up-shuttle service to the appropriate city high school for that part of their program.

14. Evaluation

Personnel evaluation is the responsibility of the respective building principals and is conducted by them for reporting to the Office of Staff Personnel. Program evaluation is conducted by the Special Education Office through the consultant's observations, individual pupil progress reports, and parent evaluations, both formal and informal. Hard of hearing students in special classes for hard of hearing must be re-evaluated medically, while those receiving resource services may be re-evaluated by IPS personnel in speech and hearing and/or audiology. (See also number 15 below.)

15. Psychological Services

Hard of hearing students referred for placement in special classes

must have an individually administered psychological examination. When the psychological consultant feels it beneficial, he schedules a follow-up conference with the receiving teacher (who may request such a conference at any time). Students are then individually retested every three years, or less if requested by teachers or parents.

A student who receives resource help due to a hearing loss need not have psychological examinations routinely, but may be referred for testing by his parents or by professional personnel who work with him.

16. Related School Services

Any hard of hearing student may be referred to the Indianapolis Public Schools' Diagnostic Teaching Center for evaluation and educational prescription. An integral component of the Center is the diagnostic audiometric equipment and speech/language pathologist and audiologist.

Public health nurses serve a necessary role in programming for hard of hearing students, particularly in follow-up case work when medical recommendations are made. Social service workers are also helpful in this area through home visits and family consultation. Guidance services are available to hard of hearing students as they are to normal-hearing students. Counselors are instrumental in making pupils aware of curricular offerings and occupational choices, and frequently serve as referring agents to the program for hard of hearing students. Tutorial reading services and the expertise of the IPS Reading Clinic are available for all students, including the hard of hearing.

Addendum:

A significantly small number of hard of hearing pupils appear to have been identified in the survey than expected from the incidence rate. The numbers shown as identified, however, include only those for whom special education arrangements are warranted. Somewhat over six hundred pupils have active hearing folders--that is, their hearing is watched through

annual audiometric evaluations and they have been referred at one time or another for medical examinations. The bulk of these pupils require no other special programs.

Visually Handicapped Exceptionality Area

Indianapolis Public Schools Planning District

Part II. DESCRIPTION OF EXCEPTIONALITY AREAS
(To be completed for each exceptionality area) Please duplicate the Part II forms in accordance with the number needed.

A. Survey Results. Note: Summary Report requires number served.

1. Number of exceptional pupils estimated (incidence rate) 125

2. Total number of exceptional pupils located in survey (including those presently served) 71

   a. number meeting exceptionality area eligibility requirements included in Rule S-1)Revision in process) 71

   b. number requiring additional data collection or futher diagnosis before eligibility for special education can be confirmed --

(Note: the sum of a and b above should equal A-2)

3. If the number of exceptional pupils estimated varies significantly from the number actually located in the survey (in other words, if A-1 and A-2 do not compare favorably), what might account for this discrepancy? (Attach addendum to exceptionality area narrative.)

B. Personnel.

1. Number of personnel presently employed in planning district

	Admin. Super. PVC	Spec. Class	Resource Room	Itin. Spec.	Teacher Aide
Pre-School (Opt.)	////////////	-	-	-	-
Primary-Intermediate	////////////	2	-	-	-
Jr. High and/or Middle School	////////////	1	-	-	-
Senior High	////////////	-	1	-	-
Totals	.25	3	1	-	-
Grand Total =	////////////	///////	//////////	///////	///////

2. Number of additional personnel needed in planning district

	Admin. Super. PVC	Spec. Class	Resource Room	Itin. Spec.	Teacher Aide
Pre-School (Opt.)	////////////	-	-	-	-
Primary-Intermediate	////////////	1	-	-	1
Jr. High and/or Middle School	////////////	1	-	-	-
Senior High	////////////	-	-	-	1
Totals	.25	2	-	-	2
Grand Total =	////////////	///////	//////////	///////	///////

Key to Abbreviations: Spec. Class . . . Special Class
Itin. Spec. . . . Itinerant Specialist
PVC . . . Pre-Vocational Coordinator

When applicable, report personnel employed/needed in full-time equivalents.

art II. (Continued)

Visually Handicapped

Indianapolis Public Sch

C. Physical Facility

Exceptionality Area	Number Rooms Presently Used				Number Additional Rooms Needed				
	Full Time		Part Time		Full Time		Part Time		Full
	1 Regular	2 Small	3 Regular	4 Small	5 Regular	6 Small	7 Regular	8 Small	(1-5) Regul
Pre-School (Opt.)	-	-	-	-	-	-	-	-	-
Primary-Intermediate	2	-	-	-	1	-	-	-	3
Jr. High and/or Middle School	1	-	-	-	1	-	-	-	2
Senior High	-	1	-	-	-	-	-	-	-
Totals	3	1	-	-	2	-	-	-	5

When applicable, report shared facilities in tenth of time used/needed per week for special education; e
counting 1/10 and each afternoon counting 1/10.

Visually Handicapped Exceptionality Area

Indianapolis Public Schools Planning District

Area	Number Rooms Presently Used				Number Additional Rooms Needed				Total Rooms Needed			
	Full Time		Part Time		Full Time		Part Time		Full Time		Part Time	
	1 Regular	2 Small	3 Regular	4 Small	5 Regular	6 Small	7 Regular	8 Small	(1-5) Regular	(2-6) Small	(3-7) Regular	(4-8) Small
	-	-	-	-	-	-	-	-	-	-	-	-
	2	-	-	-	1	-	-	-	3	-	-	-
ile School	1	-	-	-	1	-	-	-	2	-	-	-
	-	1	-	-	-	-	-	-	-	1	-	-
	3	1	-	-	2	-	-	-	5	1	-	-

report shared facilities in tenth of time used/needed per week for special education; each morning each afternoon counting 1/10.

VISUALLY HANDICAPPED

1. Levels

Current IPS services for visually handicapped students provide special class placement for those at the elementary and junior high levels (approximately 6 years through 13-14 years). Resource assistance is available for secondary level students, thus extending educational services for such students through the eighteen-year-old level. At least this scope of programming will continue.

2. Sequential Development

Teachers in special classrooms for the visually handicapped follow the regular classroom curriculum as prepared by the Curriculum Division of the Indianapolis Public Schools (elementary and junior high). They follow, then, the sequential development presented in the regular curriculum guide. (See the General Overview of the Instructional Program in Volume II.) At the secondary level where no special classes exist or are planned, students follow the regular course pattern in regular classes, but with the assistance of resource personnel.

3. Grouping Arrangements

Some elementary students who are visually handicapped function in regular elementary classrooms and are provided sight-saving books with large type. Currently, three public school classrooms are utilized for elementary and junior high special classes for the visually handicapped; and students are grouped as primary, intermediate, or junior high on the basis of age and academic achievement and ability. Class size will follow the rules and regulations of the Office of the Superintendent of Public Instruction, Division of Special Education. Blind students of the same levels are grouped by grade level at the Indiana State School for the Blind. Visually handicapped secondary students in the Indianapolis Public Schools attend the regular classes of their choice and receive assistance through resource personnel for magnification of printed text material, use of

large-type reference materials, large-type typewriters, tape recorders, listening to text material, reading text materials, etc. Blind secondary students attend the Indiana State School for the Blind where they are grouped with others who have no useable sight in the curricular offerings of the facility. They may learn braille through a special program established jointly by the Indianapolis Public School Adult Education Office and the State Division of Vocational Education.

4. Eligibility and Selection

Conditions for eligibility for special class placement for the visually handicapped include: (1) vision ranging from 20/200 to 20/70 in the better eye after correction, (2) progressive myopia, and (3) non-contagious diseases of the eye which cause irritation. The student must be recommended for such placement by an oculist. At the secondary level, less formal referral procedures are used in making the facilities of the resource program accessible to visually handicapped pupils.

All students in the first, third, and eight grades are tested annually by classroom teachers and/or public health nurses for visual acuity as part of the ongoing program of sight conservation.

5. Administration and Supervision

The program for visually handicapped students is administered by the Supervisor of Special Education through a consultant, part of whose responsibility is this program. Currently, the consultant in charge is available approximately one-fourth time (sharing time with the programs for the hard of hearing, the physically handicapped, and some of the educable mentally retarded--being certified in all of these areas also). By September of 1973, plans call for one-half time consultant service for this program, time shared

probably with the program for the hard of hearing.

6. Coordination and Integration

Visually handicapped students are fully integrated in regular school programs unless placed in special classes at either the elementary or the junior high level. Special classes for the visually handicapped are located in buildings which house regular classrooms of children within the same age range, thus facilitating integration with regular-class normal-sighted students. They are integrated to a great degree for such regular school programs as physical education, music, home economics, industrial arts, and extra curricular activities. Teachers of special classes for the visually handicapped are encouraged to arrange situations whereby individual students may participate in some academic areas in regular classrooms with normal-sighted students. Such arrangements are limited only by the willingness of the receiving regular class teacher and the capabilities of the individual visually handicapped child. Resource personnel may be added to assist students who are not placed in special classes.

7. Personnel

Due to lack of expansion in the program, recruitment of needed personnel has not been difficult. The primary thrust of recruitment to fill added positions, however, will probably include contacts with schools for the blind both in Indiana and in other states and with training institutions graduating persons with appropriate certification in Indiana, Indiana State University Ball State University. See also Staff Personnel in Volume II.

The consultant to the program will remain responsible for in-service training of staff (both those associated with the program and those not) and of parents and other interested

individuals in the community. In-service training for special class teachers of the visually handicapped is conducted both daily through interaction (classes are located in close proximity within two buildings, one next door to the other) and periodically as planned by the consultant to the program. Throughout the school year, the Training and Resource Center offers a complete schedule of in-service sessions, any of which teachers may elect to attend. All teaching personnel in the Indianapolis Public Schools are required to attend a minimum of six hours of in-service instruction each semester.

8. Special Equipment and Instructional Materials

Similar equipment and materials are used in both special classrooms and resource rooms for the visually handicapped. They include: large-type books (reference and texts), special desks, raised maps and globes, special paper and pencils (elementary and junior high levels particularly), large-type typewriters, tape recorders (for reels and for cassettes), record players, records, talking books, etc. Some teachers are currently taking instruction in braille so use may be made of braillers and braille materials when necessary. Through the Indianapolis Public Schools' Training and Resource Center, other items of equipment and materials are available for experimentation and evaluation before purchasing as items for the program.

9. Vocational Education and Vocational Rehabilitation

At the secondary level, visually handicapped students are, and will continue to be, included in work-study programs such as Distributive Education, Industrial Cooperative Training, Pre-employment Vocational Experience, and Cooperative Office Education, when elected. Students may choose to pursue other educational

programs which are not work-study in nature. Guidance personnel at the secondary level bear the primary responsibility for making visually handicapped students aware of the work-study programs available. Resource personnel at the secondary level will assist guidance personnel in this process and will bear responsibility for communication with the Division of Vocational Rehabilitation relative to student evaluation for direction, placement, and/or sponsorship.

10. Private and State Agencies

Those visually handicapped students who find they are unable to function successfully in the public school program, even with special class placement at the elementary and junior high levels and resource assistance at the secondary level, may be transferred to the Indiana State School for the Blind for further evaluation and/or programming.

Private and/or state agencies may be utilized for pupil evaluation leading to determination of strengths, limitations, and abilities of individual students. Those most frequently utilized include: private oculists, the Indiana State School for the Blind, Crossroads Rehabilitation Center, and the Pediatric-Neurology Clinic of the Indiana University Medical Center.

11. Housing

Elementary and junior high special classes for the visually handicapped are housed in regular elementary and junior high buildings to facilitate integration with normal-sighted students of the same age range. Those secondary visually handicapped students receiving resource assistance are housed in regular buildings, as they are enrolled in regular classes.

Those visually handicapped students who are unable to function

successfully in the program may be transferred to the Indiana State School for the Blind for evaluation and/or educational programming. Placement at that location will be based upon the severity of the pupil's vision handicap and his requirements for successful instruction. Work-study phases of the educational program at the secondary level will be handled by the Indiana State School for the Blind staff.

12. Aides

Provisions are being made for the use of at least two teacher aides in this program, one at each level--elementary and junior high. Their primary responsibilities will entail reproducing material (printed or recorded) for pupil's use, as well as teacher assisting types of activities. They will undergo a pre-service training program with the consultant, particularly on audio-visual materials and equipment and the nature and special needs of the visually handicapped. Much training, of course, will occur on the job and in in-service sessions attended with the professional personnel.

13. Transportation

The elementary and junior high visually handicapped pupils who require special class placement are provided school bus transportation from their homes. They are collected with other handicapped pupils on pick-up routes; and at a central point, they change to shuttle busses which transport them to the respective school buildings. The process is reversed at the end of the school day. Students who receive resource assistance require no special provision for transportation. Indianapolis Public Schools students who attend the Indiana State School for the Blind may be transported to that facility.

14. Evaluation

Personnel evaluation is the responsibility fo the respective building principals and is conducted by them for reporting to the Office of Staff Personnel. Program evaluation is conducted by the Special Education Office through the consultant's observations, individual pupil progress reports, and parent evaluations, both formal and informal. Visually handicapped students are re-evaluated each year for visual handicap and for academic performance. (See also number 15 below.)

15. Psychological Services

Visually handicapped students referred for placement in special classes must have an individually-administered psychological examination. When the psychological consultant feels it beneficial, he schedules a follow-up conference with the receiving teacher (who may request such a conference at any time.) Students are then individually retested every three years, or less if requested by teachers or parents.

A student who receives resource help due to a visual handicap need not have psychological examination routinely, but may be referred for testing by his parents or by professional personnel who work with him.

16. Related School Services

Any visually handicapped student may be referred to the Indianapolis Public Schools Diagnostic Teaching Center for evaluation and educational prescription. Public health nurses serve a necessary role in programming for visually handicapped students, particularly through follow-up case work after vision testing in the schools. Social Service workers are also helpful in this area through home visits and family consultation. Guidance services

are available to hard of hearing students as they are to normal-sighted students. Counselors are instrumental in making students aware of curricular offerings and occupational choices, and frequently serve as referring agents to the program for visually handicapped students. Tutorial reading services and the expertise of the Indianapolis Public Schools Reading Clinic are available for all students, including the visually handicapped.

Educationally Handicapped Exceptionality area

Indianapolis Public Schools Planning District

Part II. DESCRIPTION OF EXCEPTIONALITY AREAS
(To be completed for each exceptionality area) Please duplicate the Part II forms in accordance with the number needed.

A. Survey Results. Note: Summary Report requires number served.

1. Number of exceptional pupils estimated (incidence rate) 3793

2. Total number of exceptional pupils located in survey (including those presently served) 5000

   a. number meeting exceptionality area eligibility requirements included in Rule S-1)Revision in process) 3000

   b. number requiring additional data collection or futher diagnosis before eligibility for special education can be confirmed 2000

(Note: the sum of a and b above should equal A-2)

3. If the number of exceptional pupils estimated varies significantly from the number actually located in the survey (in other words, if A-1 and A-2 do not compare favorably), what might account for this discrepancy? (Attach addendum to exceptionality area narrative.)

B. Personnel.

1. Number of personnel presently employed in planning district

	Admin. Super. PVC	Spec. Class	Resource Room	Itin. Spec.	Teacher Aide
Pre-School (Opt.)	////////////	-	-	-	-
Primary-Intermediate	////// //////	10	6	-	-
Jr. High and/or Middle School	////////////	1	2	-	-
Senior High	////////////	-	-	-	-
Totals	1	11	8	-	-
Grand Total =	////////////	///////	//////////	///////	///////

2. Number of additional personnel needed in planning district

	Admin. Super. PVC	Spec. Class	Resource Room	Itin. Spec.	Teacher Aide
Pre-School (Opt.)	////////////	-	-	-	-
Primary-Intermediate	////////////	17	29	-	16
Jr. High and/or Middle School	////////////	6	4	-	4
Senior High	////////////	-	17	-	5
Totals	1	23	50	-	25
Grand Total =	////////////	///////	//////////	///////	///////

Key to Abbreviations: Spec. Class . . . Special Class
Itin. Spec. . . . Itinerant Specialist
PVC . . . Pre-Vocational Coordinator

When applicable, report personnel employed/needed in full-time equivalents.

Part II. (Continued)

Educationally Handica

Indianapolis Public S

C. Physical Facility

Exceptionality Area	Number Rooms Presently Used				Number Additional Rooms Needed				
	Full Time		Part Time		Full Time		Part Time		F
	1 Regular	2 Small	3 Regular	4 Small	5 Regular	6 Small	7 Regular	8 Small	(1 Reg
Pre-School (Opt.)	-	-	-	-	-	-	-	-	-
Primary-Intermediate	10	6	-	-	17	29	-	-	27
Jr. High and/or Middle School	1	2	-	-	6	4	-	-	7
Senior High	-	-	-	-	-	17	-	-	-
Totals	11	8	-	-	23	50	-	-	34

When applicable, report shared facilities in tenth of time used/needed per week for special education; counting 1/10 and each afternoon counting 1/10.

Educationally Handicapped Exceptionality Area

Indianapolis Public Schools Planning District

y Area	Number Rooms Presently Used				Number Additional Rooms Needed				Total Rooms Needed			
	Full Time		Part Time		Full Time		Part Time		Full Time		Part Time	
	1 Regular	2 Small	3 Regular	4 Small	5 Regular	6 Small	7 Regular	8 Small	(1-5) Regular	(2-6) Small	(3-7) Regular	(4-8) Small
	-	-	-	-	-	-	-	-	-	-	-	-
te	10	6	-	-	17	29	-	-	27	35	-	-
ddle School	1	2	-	-	6	4	-	-	7	6	-	-
	-	-	-	-	-	17	-	-	-	17	-	-
	11	8	-	-	23	50	-	-	34	58	-	-

report shared facilities in tenth of time used/needed per week for special education; each morning d each afternoon counting 1/10.

EDUCATIONALLY HANDICAPPED

1. Levels

Special class placement is offered for educationally handicapped students at the elementary and junior high levels. The ages of those students currently participating (1970-71 school year) are approximately six years through 13 years. As the junior high students move to high school buildings, supportive resource personnel will be available to assist them there. The high school resource program will function similarly to the elementary resource program currently in progress.

2. Sequential Development

Educationally handicapped students who receive resource assistance or who are enrolled in special classes follow the regular class curriculum (with slight modifications) as outlined by the Curriculum Division of the Indianapolis Public Schools; and thus follow the sequential development outlined. (See the General Overview of the Instructional Program in Volume II.) Those who are placed in special classes follow a revision of the regular curriculum but it is essentially the same in the academic areas.

3. Grouping Arrangements

Elementary and junior high educationally handicapped pupils are grouped by ability levels accordingly when placed in special classes: Primary 1, 6-7; Primary 2, 8-9; Elementary 1, 9-10; Elementary 2, 10-11; and Junior High, 12-13. Those not placed in special classes, including high school students, are enrolled in regular classes with regular students. Provisions are made for full-time special class placement, part-time special class place-

ment, and/or resource assistance. (See Number 6 below.) Classes are also conducted at the Marion County Juvenile Detention Center for pupils confined within that facility.

4. Eligibility and Selection

Eligibility for inclusion in the special classes for educationally handicapped is determined through an individually administered psychological evaluation and the subsequent recommendation of the psychological consultant. Selection is made by the Special Education Consultant following staffings including the psychological consultant, the social worker, and other professional personnel who have been in contact with the child. (See the Diagnostic Teaching Center section of Volume II.)

Psychological evaluations are not mandatory but may be requested for those pupils served by resource personnel. Regulations are less rigid due to the student's participation in regular classes due to his increased freedom of curriculum, and to facilitate speed in referrals to personnel who may be needed in crisis situations.

5. Administration and Supervision

The program for educationally handicapped pupils is administered by the Supervisor of Special Education through a consultant assigned to the program. Currently one full-time consultant is utilized; however, another will be added by September, 1973.

6. Coordination and Integration

Educationally handicapped students are fully integrated in regular school programs unless placed in special classes or at the Marion County Juvenile Detnetion Center. The special classes at each level are located in buildings which house regular classes of children within the same age range, thus facilitating integration

within regular school programs. Educationally handicapped pupils from special classes are integrated to varying degrees with regular class pupils in the areas of physical education, music, and extra-curricular activities. They are integrated with regular students in these programs to the extent the personnel in the respective areas, teachers of educationally handicapped classes, and building principals arrange. With few exceptions, educationally handicapped students at the junior high level are fully integrated with regular students for industrial arts and home economics classes. Teachers of special classes for the educationally handicapped are encouraged to arrange situations whereby individual students may participate in academic areas in regular classrooms with children of similar levels. Such arrangements are limited only by the willingness of the receiving regular class teacher and the capabilities of the individual educationally handicapped child. Special class placement serves to provide an educational program with which educationally handicapped pupils can cope and through which they can return to regular classes, perhaps with resource help. Integration rather than special class placement may be utilized with greater frequency as continuous progress and the middle school concept develop in Indianapolis.

7. Personnel

The program for educationally handicapped pupils, although relatively small in numbers of staff, is potentially one of the largest special education programs in the Indianapolis Public Schools. The recruitment of qualified (certificated) personnel has been unable to keep pace until the numbers of open positions in the area. As with the educable mentally retarded, much of the effort has been in the direction of recruiting personnel to the

teaching area and urging individuals to return to training institutions, etc., is the exclusive responsibility of the Office of Staff Personnel. (See that section of Volume II.)

The Indianapolis Public Schools have been instrumental in obtaining federal funds for cooperative training programs with universities in the immediate area. The largest of these projects provides full fees and tuition for ninety individuals to obtain Master degrees and certification in either of three areas in special education (one of them Educationally Handicapped) at Indiana Univeristy-Purdue University at Indianapolis. Two smaller projects have been funded which provided full fees and tuition for nine hours of graduate credit toward certification in special education areas (one of them Educationally Handicapped) during the summer sessions at Butler University. The first of these latter projects, funded for Summer, 1970, also provided a stipend for participants. The other, funded for Summer, 1971, did not. The Indianapolis Public Schools continue to provide classes for summer student teaching experiences, which are frequently difficult for teaching personnel to arrange during the regular school year.

Staff members associated with the Educationally Handicapped Program are fully integrated with regular class staff members through both proximity and responsibility to the building principal. In-service training is invaluable in the program. New teachers participate in a two-day session prior to the opening of school. At that time, information is imparted relative to policies and procedures of the Indianapolis Public Schools, services abailable for both students and teaching personnel, review of materials and curriculum used, instructional and classroom control techniques, etc. Throughout the school year, the

consultant and the Training and Resource Center conduct frequent in-service sessions (at least one or two sessions are held each week) on a variety of topics related to educating educationally handicapped students. Teachers may choose to attend any of these sessions, or to view any of a great number of them which are video-taped for later use. All teaching personnel in the Indianapolis Public Schools are required to attend a minimum of six hours of in-service training each semester.

8. Special Equipment and Instructional Materials

Special equipment and materials used in classes for the educationally handicapped include those appropriate for training in perceptual-motor areas such as prepared and recommended by Frostig, Kephart, and Doman Delacoto. Extensive use is made of sand blocks, yarn-form letters, peg boards, walking boards, color forms, visual-motor materials, etc. The content of the curriculum in classes for the educationally handicapped is taken from that used in regular classes to the extend possible. The overview of that curriculum appears in Volume II.

Resource personnel have at their disposal similar materials to those used in special classrooms.

9. Vocational Education and Vocational Rehabilitation

At the secondary level, educationally handicapped students will be eligible for work-study programs such as Distributive Education, Industrial Cooperative Training, Pre-employment Vocational Experience, and Cooperative Office Education when elected. Students may choose to pursue other educational programs shich are not work-study in nature. Guidance personnel at the secondary level provide information relative to the availability of work-study programs. Resource personnel will assist both

students and counselors in this process and will communicate with the Division of Vocational Rehabilitation when that agency is needed relative to evaluation for direction, placement, and/or sponsorship.

10. Private and State Agencies

Agencies outside the structure of the Indianapolis Public Schools are utilized primarily for the purposes of evaluation and recommendation. Those agencies most frequently utilized include: Marion County Child Guidance Center, Indiana University Medical Center Department of Pediatric Neurology, Butler University Bureau of Clinical Services, Crossroads Rehabilitation Center, Community Mental Health Clinic, Central State Hospital, and St. Mary's Children Center. Pre-school programs are operated at several of the above. (See the Directory in Volume II.)

11. Housing

Special classes for the educationally handicapped are housed in three of the regular school buildings which also house regular classes of children within the same age range. Classes are arranged such that a continuum of at least three levels may be found in each location to facilitate both transportation and a continuation of services. Students receiving resource assistance are housed in regular buildings, as they are enrolled in regular classes. Additional numbers of students will be served via resource programs as continuous progress and middle school concepts are expanded in Indianapolis schools.

12. Aides

Provisions are being made for the use of teacher aides in classrooms for the educationally handicapped. They will participate in pre-school training with the professional personnel with

whom they will be working in the classrooms and will include techniques useful in working with educationally handicapped pupils, specific activities with which para-professional personnel might help, manipulation of audio-visual materials, etc. It is expected there will be a great deal of on-the-job training and ongoing in-service training throughout the school year.

13. Transportation

The elementary and junior high educationally handicapped pupils who require special class placement are required school bus transportation from their homes. They are collected with other handicapped pupils on pick-up routes; and at a central point, they change to shuttle busses which transport them to the respective school buildings. The process is reversed at the end of the school day. Students who receive resource assistance require no special provision for transportation.

14. Evaluation

Personnel evaluation is the responsibility of the respective building principals and is conducted by them for reporting to the Office of Staff Personnel. Program evalaution is conducted by the Special Education Office through the consultant's observations, individual pupil progress reports, parent evaluations, and the Consultant Service Questionnaire. Educationally handicapped students are reevaluated using an individually administered psychological examination at three-year intervals. (See Number 15 below.) In addition, pupils are reevaluated annually by teaching personnel and staff conferences are conducted for recommendations relative to placement for the next school year.

15. Psychological Services

Prior to referrals to the program for educationally handi-

capped pupils, students must be evaluated using an individually administered psychological examination. The psychological consultant also participates in initial staffing conferences with the program consultant to consider acceptance of children for the program. One psychological consultant is assigned half-time to the program to provide psychological services for students enrolled and special consultation to other professional personnel. The psychological consultant cooperates closely witn the special education consultant assigned to the program in providing more extensive psychological work-ups and teacher and parent conferences.

16. Related School Services

Educationally handicapped students are included in the services provided regular class students in the schools such as those contributed by the social service worker, the guidance counselor, and the public health nurse. The major thrust of the Diagnostic Teaching Center will be toward programming for the educationally handicapped. (See that section of Volume II.)

Addendum:

A significantly larger number of educationally handicapped pupils were identified in the survey than may have been expected from the incidence rate. This is probably due to the large inner city area of a metropolitan center such as Indianapolis. A large proportion of identified educationally handicapped pupils attent inner city schools.

Trainable Mentally Retarded Exceptionality Area

Indianapolis Public Schools Planning District

Part II. DESCRIPTION OF EXCEPTIONALITY AREAS
(To be completed for each exceptionality area) Please duplicate the Part II forms in accordance with the number needed.

A. Survey Results. Note: Summary Report requires number served.

1. Number of exceptional pupils estimated (incidence rate) 379

2. Total number of exceptional pupils located in survey (including those presently served) 579

   a. number meeting exceptionality area eligibility requirements included in Rule S-1)Revision in process) 579

   b. number requiring additional data collection or futher diagnosis before eligibility for special education can be confirmed --

(Note: the sum of a and b above should equal A-2)

3. If the number of exceptional pupils estimated varies significantly from the number actually located in the survey (in other words, if A-1 and A-2 do not compare favorably), what might account for this discrepancy? (Attach addendum to exceptionality area narrative.)

B. Personnel.

1. Number of personnel presently employed in planning district

	Admin. Super. PVC	Spec. Class	Resource Room	Itin. Spec.	Teacher Aide
Pre-School (Opt.)	////////////	-	-	-	-
Primary-Intermediate	////////////	14	-	-	3
Jr. High and/or Middle School	////////////	3	-	-	1
Senior High	////////////	7	-	-	1
Totals	1	24	-	-	5
Grand Total =	////////////	///////	//////////	///////	///////

2. Number of additional personnel needed in planning district

	Admin. Super. PVC	Spec. Class	Resource Room	Itin. Spec.	Teacher Aide
Pre-School (Opt.)	////////////	-	-	-	-
Primary-Intermediate	////////////	6	-	-	17
Jr. High and/or Middle School	////////////	4	-	-	6
Senior High	////////////	5	-	-	10
Totals	1	15	-	-	33
Grand Total =	////////////	///////	//////////	///////	///////

Key to Abbreviations: Spec. Class . . . Special Class
Itin. Spec. . . . Itinerant Specialist
PVC . . . Pre-Vocational Coordinator

When applicable, report personnel employed/needed in full-time equivalents.

Part II. (Continued)

Trainable Mentally

Indianapolis Public

C. Physical Facility

Exceptionality Area	Number Rooms Presently Used				Number Additional Rooms Needed				
	Full Time		Part Time		Full Time		Part Time		
	1 Regular	2 Small	3 Regular	4 Small	5 Regular	6 Small	7 Regular	8 Small	R
Pre-School (Opt.)	-	-	-	-	-	-	-	-	
Primary-Intermediate	14	-	-	-	6	-	-	-	
Jr. High and/or Middle School	3	-	-	-	4	-	-	-	
Senior High	7	-	-	-	5	-	-	-	
Totals	24	-	-	-	15	-	-	-	

When applicable, report shared facilities in tenth of time used/needed per week for special educatio
counting 1/10 and each afternoon counting 1/10.

Trainable Mentally Retarded Exceptionality Area

Indianapolis Public Schools Planning District

ity

ity Area	Number Rooms Presently Used				Number Additional Rooms Needed				Total Rooms Needed			
	Full Time		Part Time		Full Time		Part Time		Full Time		Part Time	
	1 Regular	2 Small	3 Regular	4 Small	5 Regular	6 Small	7 Regular	8 Small	(1-5) Regular	(2-6) Small	(3-7) Regular	(4-8) Small
)	-	-	-	-	-	-	-	-	-	-	-	-
iate	14	-	-	-	6	-	-	-	20	-	-	-
Middle School	3	-	-	-	4	-	-	-	7	-	-	-
	7	-	-	-	5	-	-	-	12	-	-	-
	24	-	-	-	15	-	-	-	39	-	-	-

e, report shared facilities in tenth of time used/needed per week for special education; each morning and each afternoon counting 1/10.

TRAINABLE MENTALLY RETARDED

1. Levels

Special class placement is currently available for trainable mentally retarded youngsters from age six through age eighteen. Pre-school and post-school services are available through private agencies.

2. Sequential Development

Curriculum guidelines are distributed to teachers of trainable students by the consultant to the program. The guidelines are skeleton outlines due to the emphasis in the program upon providing training appropriate to the individual child. Generally speaking, skills are first developed appropriate to self-help such as tying, buttoning, cleansing, etc. Perceptual skills are also emphasized from the onset, with initial activities appropriate to gross movements. As students are able to accomplish these gross activities, training becomes more specific to accomplishing tasks needed in every-day living such as preparing a simple lunch or completing job tasks (in the home or in pseudo-workshop settings). The upper level of the program is designed to provide situations in which students can learn skills appropriate to living as dependent or semi-dependent adults.

3. Grouping Arrangements

Currently trainable pupils are grouped by a combination of age factor and ability level into three divisions: Primary, 6 to 9 years; Intermediate, 10 to 12 years; and Pre-vocational, 13 to 18 years. A maximum of ten children are assigned to each classroom, with additional pupils if a teacher aide is available (three to five additional pupils, depending upon class make-up). Classes at the primary and intermediate levels are self-contained, but frequently combined (or paired) for some activities. A the pre-vocational level, classes are less self-contained and are combined much of the time for specific activities as

well as departmentalized somewhat for units such as home living, manipulative experiences, etc. One class at the intermediate level is designated for transition, and pupils are assigned for experiences more nearly approximating those in a classroom for educable youngsters. The purpose of the class is to assess students' abilities to handle more academic work before transfer to an EMR class.

A major change in the pre-vocational program is being contemplated. If the change is made, students at that level will be grouped with teacher aides (six to eight pupils per aide); and teachers will become even more specialized in the specific curriculum areas in which they teach. Professional personnel could then instruct one or two groups in each session and would have sufficient aide help. It is expected that utilizing such a plan could lead to more effective programming and more innovative planning. (See also number 9 below.)

4. Eligibility and Selection

The largest proportion of students are referred to the program from preschool programs at either Noble School or Crossroads Rehabilitation Center. Most others are referred by public school personnel. Three forms are requested and include a psychological evaluation (individually administered examination), a medical examination, and formal referral. The latter includes observational and developmental information about the child. Upon receipt of this information, a staffing is conducted to determine whether or not the program can serve the child and possible placement. The staffing team includes the consultant to the program, a psychological consultant, a social service worker, and the probable receiving teacher. If accepted, the child is placed for a six-week trial period, after which determination is made relative to disposition.

Some of the factors considered in admission and placement include intellectual potential (including IQ, social adjustment, and developmental adequacy), communication potential (verbal or non-verbal), toilet training seizure potential, positive mobility, prognosis of sheltered workshop and semi-dependent community adjustment, etc.

5. Administration and Supervision

The program for trainable students is administered by building principals and the Supervisor of Special Education through a consultant assigned full-time to the program.

6. Coordination and Integration

Classes for the trainable pupils are conducted in buildings specifically for the program. Educationally, then, students in the program are not integrated with pupils of normal intellectual ability. Adaptations of regular school programs are provided by itinerant physical education personnel and music personnel. Experiences similar to the regular home economics and industrial arts programs are provided through home living and pre-vocational units respectively. They differ in level, of course, and in that both boys and girls are given experiences in both units.

7. Personnel

The recruitment of certified personnel has been difficult. Many individuals not certified to teach the retarded have been employed for this program, and a large proportion of them have returned to training institutions to obtain the appropriate certification. For the most part, efforts in the area of recruitment have been more to encourage persons to enter the field of teaching the retarded than to draw additional certified persons into the school system. In Indianapolis, recruitment, i.e., visiting training institutions, is the exclusive responsibility of the Office of Staff Personnel. See that section in Volume II.

The Indianapolis Public Schools have been instrumental in obtaining federal funds for cooperative training programs with universities in the immediate area. The largest of these projects provides full fees and tuition for ninety individuals to obtain a Master degree and certification in either of three areas in special education (one of them TMR) at Indiana University-Purdue University at Indianapolis. Two smaller projects have been funded which provided full fees and tuition for nine hours of graduate credit toward certification in special education

areas (one of them TMR) during summer sessions at Butler University. The first of these latter projects, funded for the summer of 1970, also provided a stipend for participants. The other, funded for Summer, 1971, did not. The Indianapolis Public Schools continue to provide classes for summer student teaching experiences, which are frequently difficult for teaching personnel to arrange during the regular school year.

In-service training sessions play an invaluable role in the TMR program. New teachers participate in a two-day program, which is prepared by the consultant, prior to the opening of school. At that time, information is imparted relative to the overall trainable program, services available for both students and teaching personnel, review of materials used and the curriculum guide, instructional and classroom control techniques, etc. Throughout the school year, the consultant and the Training and Resource Center conduct frequent in-service sessions (at least one or two sessions are held each week) on a variety of topics related to educating TMR students. Teachers may choose to attend any of these sessions, or to view any of a great number of them which are vidio-taped for later use. All teaching personnel in the Indianapolis Public Schools are required to attend a minimum of six hours of in-service training each semester.

8. Special Equipment and Instructional Materials

Some of the major items of equipment and materials which are in use in the TMR program include Peabody Language Kits, Language Masters, equipment and materials appropriate for gross and fine motor development, Frostig materials, Montessori-type manipulative devices (such as lacing button, and zipper boards, templates for matching, etc.), and Kindergarten-type materials for the primary level particularly. The full complement of audio-visual equipment such as tape recorders, record players, projectors (overhead, opaque, film, film-strip), and duplicating are either in the classrooms or available in the buildings. Teacher requests for specific materials and/or equipment may be filled, but are dependent upon budget limitations.

9. Vocational Education and Vocational Rehabilitation

The upper level trainable program is designated "Pre-vocational," and all students in the 13-to-18-years age group participate in such activities. The pre-vocational level classes are, at this time, still somewhat self-contained; however, units are equipped in the building to provide simulated home living and work situation experiences. Personnel at the pre-vocational level work with both the IPS Office of Vocational Education and the Indiana Division of Vocational Rehabilitation in establishing programs for trainable youngsters and in accomplishing evaluations for post-school placement. The program consultant is in contact with both the Marion County Association for Retarded Children and Crossroads Rehabilitation Center to assess the training needs of individuals who may be placed in those workshop facilities.

When more ideal facilities are available, it is the plan to establish a training institute for students at the pre-vocational level. In operation, the TMR youngsters attending the institute will be grouped by abilities and performance levels, with six to eight in each group. One teacher aide will be assigned to the group and will accompany the group as the members pass from one room to another. Each of the certified special education teachers will concern himself with a particular area of the curriculum and will be responsible for the education of the youngsters in that particular area with the assistance of the teacher aide(s) accompanying the group(s). A teacher will, with the assistance of aides, be able to teach two groups of children at one time in some sessions. The program's broad curriculum areas will facilitate development in home and community living, manipulative skills, language development, and recreation or physical development.

10. Private and State Agencies

Personnel in the TMR program in the Indianapolis Public Schools work with those of several other agencies in the area, particularly the Marion County Association for Retarded Children, Crossroads Rehabilitation Center, St. Mary's

Child Center, Indiana University Medical Center (Pediatric/Neurology, Riley Hospital, and Department of Audiology and Speech), Barr Treatment Center at Central State Hospital, Community Mental Health, Marion County Child Guidance, Sycamores (residential facility), Children's Guardian Home, and Lutherwood (residential facility). Cooperation between such agencies generally relate to pupil evaluation, referrals for placement, or enrollment of children in residence. Preschool and post-school programs for trainable youngsters are operated at Noble (MCARC) and at Crossroads.

11. Housing

Special classes for trainable youngsters are housed at three locations--in two regular school buildings which have been completely converted to the program and in a section of another regular school building. All pre-vocational classes are housed in a single building (one of those turned over to the program), while both primary and intermediate classes are housed at the other two sites. Both buildings which currently house only classes for trainables are three-level. It is hoped a single-level facility will be avialable for the training institute described in number 9 above. (This is the intent in the purchase of the Cold Springs Campus--formerly Tutor-Hall--by the Indianapolis Public Schools. See the floor plan on the next page.)

12. Aides

Aides are currently in use in several class rooms for trainable children. Planning includes additional aide personnel to be provided such that each classroom will have a teacher-and-aide team. Utilization of aides at the pre-vocational level will be even more extensive when the training institute is operational.

13. Transportation

Trainable pupils at all levels are provided schoolbus transoprtation from their homes. They are collected with other handicapped students on pick-up routes; and at a central point, they change to shuttle buses which transport them to the respective class locations. The process is reversed at the end of

the school day.

14. Evaluation

Personnel evaluation is the responsibility of the respective building principals and is conducted by them for reporting to the Office of Staff Personnel. Program evaluation is conducted by the Special Education Office through the consultant's observations, questionnaires to teachers, and comments of members of the Parents Of Trainable Children group. The parent group was formed through the efforts of the consultant to the program and serves as substitute for the respective parent-teacher groups at each building. Members of the organization provide invaluable feed-back relative to program and needs as parents see them. Trainable students are individually evaluated through three-year psychological re-examinations, annual pupil progress reports prepared by teachers for all students, case studies prepared each year, and staffings conducted at the end of each year for students sixteen years and over. The purpose of the end-of-year staffings is to review individual progress reports and consider recommendations for placement the following Fall.

15. Psychological Services

Before referral to the program for the trainable mentally retarded, students must have an individually administered psychological examination. The psychological consultant also participates in initial staffing conferences with the program consultant to consider acceptance of children for the program. One psychological consultant is assigned half-time to the program to provide psychological services for students enrolled and special consultation to other professional personnel. The psychological consultant cooperates with the special education consultant assigned to the program in providing more extensive psychological work-ups and teacher and parent conferencing, as well as information useful in DVR evaluations for pupil disposition.

16. Related School Services

Trainable mentally retarded youngsters may be referred to the Diagnostic

Teaching Center for evaluation and educational prescription when over-lay complications are suspected. Public health nurses and social service workers are assigned as per regular school programs, but consultation is proceeding relative to special program assignment similar to that made by the Office of Psychological Services.

Addendum:

A significantly larger number of trainable pupils were identified in the survey than may have been expected from the incidence rate. We feel this may be due to the inner city population of a metropolitian area such as Indianapolis. Incidence rates frequently are distorted when such populations are included in survey areas.

Educable Mentally Retarded exceptionality area

Indianapolis Public Schools Planning District

Part II. DESCRIPTION OF EXCEPTIONALITY AREAS
(To be completed for each exceptionality area) Please duplicate the Part II forms in accordance with the number needed.

A. Survey Results. Note: Summary Report requires number served.

1. Number of exceptional pupils estimated (incidence rate) 2529

2. Total number of exceptional pupils located in survey (including those presently served) 4930

a. number meeting exceptionality area eligibility requirements included in Rule S-1)Revision in process) 4930

b. number requiring additional data collection or futher diagnosis before eligibility for special education can be confirmed --

(Note: the sum of a and b above should equal A-2)

3. If the number of exceptional pupils estimated varies significantly from the number actually located in the survey (in other words, if A-1 and A-2 do not compare favorably), what might account for this discrepancy? (Attach addendum to exceptionality area narrative.)

B. Personnel.

1. Number of personnel presently employed in planning district

	Admin. Super. PVC	Spec. Class	Resource Room	Itin. Spec.	Teacher Aide
Pre-School (Opt.)	//////////////	-	-	-	-
Primary-Intermediate	//////////////	100	-	-	-
Jr. High and/or Middle School	//////////////	26	-	-	-
Senior High	//////////////	7	-	-	-
Totals	5.75	133	-	-	-
Grand Total =	//////////////	//////	//////////	//////	//////

2. Number of additional personnel needed in planning district

	Admin. Super. PVC	Spec. Class	Resource Room	Itin. Spec.	Teacher Aide
Pre-School (Opt.)	//////////////	-	-	-	-
Primary-Intermediate	//////////////	33	22	-	-
Jr. High and/or Middle School	//////////////	17	6	-	-
Senior High	//////////////	19	12	-	-
Totals	12	69	40	-	-
Grand Total =	//////////////	//////	//////////	//////	//////

Key to Abbreviations: Spec. Class . . . Special Class
Itin. Spec. . . . Itinerant Specialist
PVC . . . Pre-Vocational Coordinator

When applicable, report personnel employed/needed in full-time equivalents.

73

Part II. (Continued)

Educable Mentally R

Indianapolis Public

C. Physical Facility

Exceptionality Area	Number Rooms Presently Used				Number Additional Rooms Needed				
	Full Time		Part Time		Full Time		Part Time		
	1 Regular	2 Small	3 Regular	4 Small	5 Regular	6 Small	7 Regular	8 Small	(Re
Pre-School (Opt.)	-	-	-	-	-	-	-	-	
Primary-Intermediate	100	-	-	-	33	22	-	-	1
Jr. High and/or Middle School	26	-	-	-	17	6	-	-	
Senior High	7	-	-	-	19	21	-	-	
Totals	133	-	-	-	69	49	-	-	2

When applicible, report shared facilities in teach of time used/needed per week for special education counting 1/10 and each afternoon counting 1/10.

Educable Mentally Retarded ___ Exceptionality Area

Indianapolis Public Schools ___ Planning District

ity

ity Area	Number Rooms Presently Used				Number Additional Rooms Needed				Total Rooms Needed			
	Full Time		Part Time		Full Time		Part Time		Full Time		Part Time	
	1 Regular	2 Small	3 Regular	4 Small	5 Regular	6 Small	7 Regular	8 Small	(1-5) Regular	(2-6) Small	(3-7) Regular	(4-8) Small
)	-	-	-	-	-	-	-	-	-	-	-	-
liate	100	-	-	-	33	22	-	-	133	22	-	-
Middle School	26		-	-	17	6	-	-	43	6	-	-
	7	-	-	-	19	21	-	-	26	21	-	-
	133	-	-	-	69	49	-	-	202	49	-	-

e, report shared facilities in terms of time used/needed per week for special education; each morning and each afternoon counting 1/10.

EDUCABLE MENTALLY RETARDED

1. Levels

Special class placement is offered for educable mentally retarded students at the primary, intermediate, junior high, and high school levels, including students from 6 years of age to those 18 years of age (or to the date of graduation). Resource services not now available are planned for each of these levels to provide alternatives to special class placement for students who may not require full-time.

2. Sequential Development

The EMR students who receive resource assistance will follow the regular class curriculum as outlined by the Curriculum Division of the Indianapolis Public Schools; and thus will follow the sequential development outlined (See the General Overview of the Instruction Program in Volume II). Those who are placed in EMR classes will follow the curriculum set forth in the curriculum guide prepared by the Special Education Service Branch of the Indianapolis Public Schools for teachers of the EMR classes, particularly primary, intermediate and junior high levels. (This guide is being printed and will be unavailable until August, 1971). Sequential development within the guide has been taken directly from Programs for the Educable Mentally Retarded: Objectives and Goals, a publication of the Office of the State Superintendent of Public Instruction, State of Indiana. Curriculum for the high school special class program has been taken from Implementing Programs for Educable Mentally Retarded and Other Educationally Handicapped Youth, also a publication of the Office of the State Superintendent of Public Instruction, State of Indiana.

3. Grouping Arrangements

Students in special classes for the educable mentally retarded are grouped by age into the following categories: primary, 6 through 9 years; intermediate, 10 through 12 years; junior high, 13 through 14 (or 15) years; and high school

15 or through age at graduation or 18 years. For the purposes of placement, the students' age on the first day of school is used - as that determines the year in which a child may begin school. The exception to this general rule appears at the point of transition from junior high to high school. By policy of the Board of School Commissioners, Indianapolis Public Schools, a child must have at least the major part of a semester of high school experience before his sixteenth birthdate. The general rule followed in this program is, then: if a child will be fifteen years of age before the end of the calendar year, he is transferred from junior high EMR to high school EMR placement during the summer prior to his fifteenth birthdate. When children of pre-school age are identified, they are preferably enrolled in kindergarten for that experience prior to enrollment in primary EMR classes.

EMR students placed in special classes may be grouped with students in regular classes part-time. (See number 6 below). Those who receive resource assistance will be grouped with regular students at the appropriate level (based on age and performance) except for the time required with the EMR resource teacher. Most frequently, pupils receiving resource help rather than special class placement are those performing at the upper ranges of those qualifying for EMR placement.

4. Eligibility and Selection

Eligibility for inclusion in the program for educable mentally retarded pupils is determined by the recommendation (s) of the psychological consultant who administers individually tests of intelligence, usually other instruments to ascertain achievement, and perhaps those used in evaluating perceptual development, personality etc. Recommendations of other professionals such as teachers, principals, and outside agencies, are considered. Generally, students testing within the 50-79 I.Q. range are recommedned for EMR programming, although other recommendations may be stated for those in the lowest segment particularly.

Special Class placement is first offered for students in the lower area of the qualifying range followed by for those in the middle area. Students

whose scores are in the higher area of the range are most frequently referred to the resource personnel. This varies, of course, in light of the psychological consultant's recommendation (s) for the individual child.

5. Administration and Supervision

The program for educable mentally retarded students is administered by the Supervisor of Special Education through consultants. Currently, six consultants are involved with the EMR program, two full-time and four dividing time with other exceptionality areas. Full-time equivilency of the consultants concerned with EMR classes is approximately three and three-fourths. Plans to be implemented by September, 1973, include full-time equivilency of three additional consultants for the program.

6. Coordination and Integration

Educable mentally retarded students are fully integrated in regular school programs unless placed in special classes . The special classes at each level are located in buildings which house regular classes of children within the same age range, thus facilitating integration within regular school programs. EMR pupils are integrated to varying degrees with regular class pupils in the areas of physical education, music, and extra-curricular activities. They are integrated with regular students in these programs to the extent the personnel in the respected areas, teachers of EMR classes, and building principals arrange. With few exceptions, EMR students at the junior high level are fully integrated with regular students for industrial arts and home economics classes. Teachers of special classes for the educable mentally retarded are encouraged to arrange situations whereby individual students may participate in some academic areas in regular classrooms with children of similar age ranges. Such arrangements are limited only by the willingness of the receiving regular class teacher and the capabilities of the individual educable mentally retarded child. Although necessary for many students indefinitely ,special class placement serves the purpose for some students of providing an educational program with which they

can cope and through which they may be able to return to regular class with resource help. Integration may become more complete as continuous progress and the middle school concept develop in Indianapolis.

7. Personnel

The program for educable mentally retarded youngsters is the largest special education program in the Indianapolis Public Schools, as well as one of the most steadily expanding. For these reasons, the recruitment of qualified (certificated) personnel has historically been a problem. Many individuals not certified to teach the retarded have been employed for this program, and a large proportion of them have returned to training institutions to obtain the appropriate certification. For the most part, efforts in recruiting have been more to encourage persons to enter the field of educating the retarded than to attempt to draw persons already certificated into the school system. In Indianapolis, recruitment i.e. visiting training institutions etc is the exclusive responsibility of the office of staff personnel. See that section of Volume II.

The Indianapolis Public Schools have been instrumental in obtaining federal funds for cooperative training programs with universities in the immediate area. The largest of these projects provides full fees and tuition for ninety individuals to obtain a Master's degree and certification in either of three areas in special education (one of them EMR) at Indiana University-Purdue University at Indianapolis. Two smaller projects have been funded which provided full fees and tuition for nine hours of graduate credit toward certification in special education areas (one of them EMR) during summer sessions at Butler University. The first of these latter projects, funded for Summer, 1970, also provided a stipend for participants. The other, funded for Summer, 1971, did not. The Indianapolis Public Schools continue to provide classes for summer student teaching experiences, which are frequently difficult for teaching personnel to arrange during the regular school year.

Staff members associated with the EMR program are fully integrated with

regular class staff members through both proximity and responsibility to the building principal.

With a program as large and as splintered as the IPS program for educable mentally reatrded, in-service training sessions play an invaluable role. New teachers participate in a two-day program which is prepared by consultants, prior to the opening of school. (At that time, information is imparted relative to policies and procedures of IPS services available for both students and teaching personnel, review of materials used and curriculum guide, instructional and classroom control techniques, etc. Throughout the school year, consultants and the Training and Resource Center conduct frequent in-service sessions (at least one or two sessions are held each week) on a variety of topics related to educating EMR students. Teachers may choose to attend any of these sessions or to view any of a great number of them which are vidio-taped for later use. All teaching personnel in the Indianapolis Public Schools are required to attend a minimum of six hours of in-service training each semester.

8. Special Equipment and Instructional Materials

Each primary, intermediate, and junior high classroom for the educable mentally retarded is supplied with the adopted textbook series in reading and mathematics but in a variety of levels appropriate for the performance levels of students in the classrooms. Supplementary instructional materials (primarily of a workbook nature) are also supplied for these subjects matter areas, as well as for social studies, science, etc. Teachers are encouraged to make use of techniques such as experience charts and projects which free them from text materials. The full complement of audio-visual equipment such as tape recorders, record players, projectors (overhead, opague, film, filmstrips) and duplicating are either in the classroom or available in the buildings. Teacher requests for specific materials and/or equipment may be filled, but are dependent upon budget limitations. Materials are presently being selected for high school programs and a list is unavailable at this time. Through the Indianapolis Public Schools

Training and Resource Center, other items of equipment and materials are available for experimentation and evaluation before purchasing as items for the program.

9. Vocational Education and Vocational Rehabilitation

Secondary programs for the educable mentally retarded are work-study in nature and are being developed through the cooperation of the IPS Special Education Service Branch and the IPS Vocational Education Office and the State of Indiana Division of Vocational Rehabilitation. Planning follows the outline set out in the Indiana Department of Public Instruction publications Programs for the Educable Mentally Retarded : Objectives and Goals and Implementing Programs for Educable Mentally Retarded and Other Educationally Handicapped Youth. One of the requirements for enrollment in the Pre-employment Vocational Exercise program is evaluation by the Division of Vocational Education; consequently, contacts will be established at the outset between Division of Vocational Rehabilitation and the students enrolled. Individual students, particularly those receiving resource help, may qualify for one of the other work-study programs which are available in Indianapolis high schools. Distributive Education, Industrial Cooperative Training, and Cooperative Office Education. The student's performance and predicted success (on the basis of psychological evaluation) will in part determine eligibility.

10. Private and State Agencies

Agencies outside the structure of the Indianapolis Public Schools may be utilized primarily for the purpose of evaluation. Some families choose to have evaluations through any number of private-practicing professional persons and these evaluations are acceptable when the evaluator is certified by the State of Indiana. The most frequently utilized state agency for pupil evaluation is the Pediatric/Neurology Clinic of the Indiana University Medical Center. (see also the directory of agencies serving the handicapped). The Research and Development Center of Indiana University has a cooperative agreement with the Indianapolis Public Schools, and much of their work is in the EMR area.

11. Housing

Special classes for the educable mentally retarded are housed (at all levels) in regular elementary, junior high and high school buildings which also house regular classes of children within the same age range. EMR classes are currently located in approximately one-half of the total number of buildings operated by the Indianapolis Public Schools. Where possible, more than one class is established at each location, to facilitate both transportation and a continuum of programming. Seldom are more than four classes located in a single building; but due to the availability of classrooms, a few buildings currently house six or more special EMR classes.

12. Aides

The use of aides has not been included in planning for the educable mentally retarded. They could, however, be included at a later time.

13. Transportation

As stated above, special classes for the educable mentally retarded are currently housed in approximately one-half of the total number of buildings operated by the Indianapolis Public Schools. When a student is placed in a primary or intermediate class outside his regular school district, school bus transportation is provided to the appropriate building via the collection route, the central point for bus changes, and the shuttle service to the building to which he is assigned. Junior high EMR pupils, if assigned outside their regular school district, depend upon the city bus network and are provided bus passes if the cost of such transportation is prohibitive. High school students attend the school of the district in which they live, and special transportation arrangements are not necessary. Future planning may include transporting of some junior high EMR students, particularly those who would otherwise need to transfer from one city bus to another enroute to school.

14. Evaluation

Personnel evaluation is the responsibility of the respective building

principals and is conducted by them for reporting to the Office of Staff Personnel. Program evaluation is conducted by the Special Education Office through the consultant's observations, pupil progress reports, and arrangements with the Indiana University Research and Development Center. The latter agency regularly conducts research projects in the Indianapolis schools, and has projects underway and/or in planning stage to study such segments of the program as: individualization of instruction, teacher-pupil interaction.

Educable mentally retarded students are evaluated for performance and progress at least twice each year. They receive psychological re-examinations every three years, unless requested earlier by teacher, parents, or other school personnel.

15. Psychological Services

Students who may qualify for placement in the program for educable mentally retarded students must be referred to Psychological Services for evaluation. All those referred are given an individually-administered psychological examination and usually one of the achievement tests. Psychological consultants may, on the basis of the information obtained and the observations made, recommend placement in the EMR program. No child is placed without such a recommendation. The psychological consultants also schedule parent conferences prior to making such recommendations. They may also request follow-up conference with the appropriate EMR personnel, or those individuals may request such a meeting. The testing is repeated for each child at three-year intervals.

16. Related School Services

Educable mentally retarded students are included in the services provided regular class students in the schools such as those contributed by the social service worker, the guidance counselor, and the public health nurse. They may also be referred to the Diagnostic Teaching Center for further evaluation and educational prescription.

Addendum:

A significantly larger number of educable pupils were identified in the

survey than may have been expected from the incidence rate. This is probably due to the large inner city area of a metropolitan center such as Indianapolis, where many pupils function in the retarded range due to cultural and developmental influences. Many of these students qualify (due to test results) for relatively short periods of time, and return to regular classes after one, two, or three years in special programs.

Multiple Handicapped Exceptionality Area

Indianapolis Public Schools Planning District

Part II. DESCRIPTION OF EXCEPTIONALITY AREAS
(To be completed for each exceptionality area) Please duplicate the Part II forms in accordance with the number needed.

A. Survey Results. Note: Summary Report requires number served.

1. Number of exceptional pupils estimated (incidence rate) 632

2. Total number of exceptional pupils located in survey (including those presently served) 413

a. number meeting exceptionality area eligibility requirements included in Rule S-1)Revision in process) 340

b. number requiring additional data collection or futher diagnosis before eligibility for special education can be confirmed 73

(Note: the sum of a and b above should equal A-2)

3. If the number of exceptional pupils estimated varies significantly from the number actually located in the survey (in other words, if A-1 and A-2 do not compare favorably), what might account for this discrepancy? (Attach addendum to exceptionality area narrative.)

B. Personnel.

1. Number of personnel presently employed in planning district

	Admin. Super. PVC	Spec. Class	Resource Room	Itin. Spec.	Teacher Aide
Pre-School (Opt.)	////////////				
Primary-Intermediate	////////////	Staff for this area are reported with			
Jr. High and/or Middle School	////////////	that for the physically handicapped			
Senior High	////////////	(2) and the hard of hearing (2).			
Totals					
Grand Total =	////////////	//////	//////////	//////	//////

2. Number of additional personnel needed in planning district

	Admin. Super. PVC	Spec. Class	Resource Room	Itin. Spec.	Teacher Aide
Pre-School (Opt.)	////////////	-	-	-	-
Primary-Intermediate	////////////	18	-	-	18
Jr. High and/or Middle School	////////////	5	-	-	5
Senior High	////////////	7	-	-	7
Totals	.5	30	-	-	30
Grand Total =	////////////	//////	//////////	//////	//////

Key to Abbreviations: Spec. Class . . . Special Class
Itin. Spec. . . . Itinerant Specialist
PVC . . . Pre-Vocational Coordinator

When applicable, report personnel employed/needed in full-time equivalents.

rt II. (Continued)

Multiple Handicapped

Indianapolis Public S

C. Physical Facility

Exceptionality Area	Number Rooms Presently Used				Number Additional Rooms Needed				
	Full Time		Part Time		Full Time		Part Time		F
	1 Regular	2 Small	3 Regular	4 Small	5 Regular	6 Small	7 Regular	8 Small	(1 Reg
Pre-School (Opt.)					-	-	-	-	
Primary-Intermediate	Space currently appears				18	-	-	-	1
Jr. High and/or Middle School	with Physically Handicapped				5	-	-	-	
Senior High	and Hard of Hearing.				7	-	-	-	
Totals					30	-	-	-	3

When applicable, report shared facilities in tenth of time used/needed per week for special education; counting 1/10 and each afternoon counting 1/10.

Multiple Handicapped

Indianapolis Public Schools

ty

ty Area	Number Rooms Presently Used				Number Additional Rooms Needed				Total Rooms Needed			
	Full Time		Part Time		Full Time		Part Time		Full Time		Part Time	
	1 Regular	2 Small	3 Regular	4 Small	5 Regular	6 Small	7 Regular	8 Small	(1-5) Regular	(2-6) Small	(3-7) Regular	(4-8) Small
					-	-	-	-	-	-	-	-
ate	Space currently appears				18	-	-	-	18	-	-	-
iddle School	with Physically Handicapped				5	-	-	-	5	-	-	-
	and Hard of Hearing.				7	-	-	-	7	-	-	-
					30	-	-	-	30	-	-	-

, report shared facilities in terms of time used/needed per week for special education; each morning nd each afternoon counting 1/10.

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MULTIPLE HANDICAPPED

1. Levels

The plan for multiple handicapped pupils includes programming from the kindergarten or first grade levels through high school graduation or appropriate termination (as to other agencies for post-school workshop experiences). The primary, intermediate, junior high, and high school levels will be provided, although terms for the levels may differ by handicapping combinations.

2. Sequential Development

When possible, students in classes for the multiple handicapped will follow the regular curriculum as prepared for elementary schools by the Division of Curriculum and Supervision, IPS. When mental abilities of pupils dictate, the curriculum prepared for either educable or trainable pupils may be employed; however, students will be grouped such that curriculum material from only one of the three guides will be appropriate for the whole group.

3. Grouping Arrangements

In addition to designation by level, specific classes for the multiple handicapped have been formed for the following exceptionality combinations. educable mentally retarded/physically handicapped and educable mentally retarded/hearing handicapped. Students who are trainable mentally retarded and hearing handicapped, mildly physically handicapped, or mildly educationally handicapped are currently participating in TMR classes; however, pupils with such combinations of handicaps will be grouped for specific classes as they are enrolled in large enough numbers to warrant and as facilities are available to accomodate them (such as the one-level building). Special class arrangements are planned for pupils who are educable

mentally retarded/educationally handicapped.

Due to the trend toward serving children with single handicapping conditions in regular classrooms, some multiple handicapped will be served similarly, i.e., a visually handicapped/educable mentally retarded child may be served through placement in a special EMR class and assistance by resource personnel trained for work with the visually handicapped. As a general rule in such circumstances, pupils will be placed in special classes appropriate to their intellectual functioning levels and will be served by resource personnel appropriate to the additional handicap. The most frequent exception to this rule will be the multiple handicapped pupils who are also physically handicapped to the extent that physical therapy is prescribed, necessitating placement at Roberts School.

4. Eligibility and Selection

Except when duplication of effort will result, pupils must meet the eligibility requirements for service due to each handicapping condition. Information relative to eligibility and selection for each exceptionality area is presented in those respective sections.

5. Administration and Supervision

The programs for multiple handicapped students are administered by the Supervisor of Special Education through consultants. One consultant will be assigned directly to the program one-half time, and others will be assigned as appropriate for their respective areas when classes for the multiple handicapped are initiated in them. For example, the classes for educable mentally retarded/physically handicapped are visited by the consultant to the physically handicapped program, and classes for the hearing impaired/trainable mentally retarded are visited by the consultant to the trainable program. The consultant assigned to the MH program will be primarily concerned with classes for the educable mentally retarded/educationally handicapped, as they will be in larger numbers than other combinations.

6. Coordination and Integration

Multiple handicapped pupils may be integrated to a great degree with regular students when their classes are located within regular school buildings, particularly in such areas as physical education, music, art, and extra-curricular activities. Junior high students will also be integrated for home economics and industrial arts classes. Multiple handicapped pupils who are trainable retarded or who are physically handicapped to the extent that therapy is required will be unable to participate in regular class activities due to housing arrangements (see number 11 below).

7. Personnel

As there is no specific certification pattern for teaching the multiple handicapped, personnel will be recruited who hold appropriate multiple certifications. In Indianapolis, recruitment, i.e., visiting training institutions, etc., is the exclusive responsibility of the Office of Staff Personnel. See that section of Volume II.

The Indianapolis Public Schools have been instrumental in obtaining federal funds for cooperative training programs with universities in the immediate area. The three programs funded to date have served to assist persons acquire certification for teaching educable retarded, trainable retarded, educationally handicapped, or combinations of the last and either of the other two. Opportunities continue to be provided whereby persons may complete student teaching requirements for certification in the summer months, further assisting personnel to obtain dual licensing.

In-service training sessions also provide experiences through which individuals may learn to approach the educational problems of multiple handicapped students. Throughout the school year, the Training and Resource Center conducts frequent sessions on a variety of topics related to educating multiple handicapped pupils. Teachers may elect to attend any of these sessions, or to view any of a great number of them which are vidio-taped

for later use. All teaching personnel in the Indianapolis Public Schools are required to attend a minimum of six hours of in-service training each semester.

8. Special Equipment and Instructional Materials

Equipment and materials appropriate to the combination of handicapping conditions will be available to the individual child. Those in use with pupils displaying each of the handicapping conditions are listed in those sections.

9. Vocational Education and Vocational Rehabilitation

Secondary programs for the multiple handicapped may be work-study in nature. Depending upon abilities of individual pupils, they may participate in programs such as Distributive Education, Industrial Cooperative Training, Business Office Education, or Pre-employment Vocational Experience; or they may pursue the pre-vocational program established for those with trainable abilities. Professional personnel will work closely with these students and the Division of Vocational Rehabilitation in providing experiences and guidance appropriate for post-school placement. The program consultant will maintain contact with agencies such as Goodwill Industries and Crossroads Rehabilitation Center to assess the training needs of individuals who may require placement in such workshop facilities.

10. Private and State Agencies

Personnel in the program for multiple handicapped students in the Indianapolis Public Schools work closely with those of other agencies in the area outside the structure of the schools. The primary agencies include the Crossroads Rehabilitation Center, the Indiana University Medical Center Department of Pediatric Neurology, and the Marion County Association for Retarded Children. Crossroads and MCARC operate pre- and post-school facilities for the multiple handicapped.

11. Housing

Special classes for multiple handicapped pupils are housed, for the most part, in buildings which also house regular classes of students in the same age range. Those multiple handicapped who are trainable retarded or severely physically handicapped are housed in buildings with those students respectively.

12. Aides

The use of para-professional personnel is planned for all classrooms of multiple handicapped to aid in handling students and in assisting them individually.

13. Transportation

Multiple handicapped pupils placed in special education classes are provided schoolbus transportation from their homes. Generally they are collected with other handicapped pupils; although those who cannot be lifted onto the bus (but who are confined to wheelchairs) are collected by busses adapted such that chairs are wheeled onto the bus via a ramp and are fastened in place until disembarkment at the school. Those pupils who attend classes other than at James E. Roberts School are shuttled to appropriate school buildings.

14. Evaluation

Personnel evaluation is the responsibility of the building principals and is conducted by them for reporting to the Office of Staff Personnel. Program evaluation is conducted by the Special Education Office through consultant observations, individual pupil progress reports, and parent evaluations. Multiple handicapped students are evaluated each year for educational performance; and, if warranted, for physical disability. See also number 15 below.

15. Psychological Services

Multiple handicapped students referred for placement in special classes must have an individually administered psychological examination.

Testing results are used to determine placement within the program. Psychological consultants are expected to confer with teachers receiving pupils they have recommended. Students are retested every three years, or less if requested by parents or teachers.

16. Related School Services

Any multiple handicapped pupil may be referred to the Diagnostic Teaching Center for evaluation and/or educational prescription (see that section of Volume II). School health nurses, social service workers, guidance personnel, and reading clinic personnel may become involved in the education of multiple handicapped pupils as needs indicate.

Physically Handicapped Exceptionality Area

Indianapolis Public Schools Planning District

Part II. DESCRIPTION OF EXCEPTIONALITY AREAS
(To be completed for each exceptionality area) Please duplicate the Part II-forms in accordance with the number needed.

A. Survey Results. Note: Summary Report requires number served.

1. Number of exceptional pupils estimated (incidence rate) 632

2. Total number of exceptional pupils located in survey (including those presently served) 200

a. number meeting exceptionality area eligibility requirements included in Rule S-1)Revision in process) 200

b. number requiring additional data collection or futher diagnosis before eligibility for special education can be confirmed --

(Note: the sum of a and b above should equal A-2)

3. If the number of exceptional pupils estimated varies significantly from the number actually located in the survey (in other words, if A-1 and A-2 do not compare favorably), what might account for this discrepancy? (Attach addendum to exceptionality area narrative.)

B. Personnel.

1. Number of personnel presently employed in planning district

	Admin. Super. PVC	Spec. Class	Resource Room	Itin. Spec.	Teacher Aide
Pre-School (Opt.)	////////////	1	-	-	-
Primary-Intermediate	////////////	9	-	-	-
Jr. High and/or Middle School	////////////	4	-	-	-
Senior High	////////////	3	-	-	-
Totals	.25	17	-	-	-
Grand Total =	////////////	//////	//////////	//////	//////

2. Number of additional personnel needed in planning district

	Admin. Super. PVC	Spec. Class	Resource Room	Itin. Spec.	Teacher Aide
Pre-School (Opt.)	////////////	-	-	-	-
Primary-Intermediate	////////////	1	-	-	2
Jr. High and/or Middle School	////////////	-	-	-	1
Senior High	////////////	1	-	-	1
Totals	.25	2	-	-	4
Grand Total =	////////////	//////	//////////	//////	//////

Key to Abbreviations: Spec. Class . . . Special Class
Itin. Spec. . . . Itinerant Specialist
PVC . . . Pre-Vocational Coordinator

When applicable, report personnel employed/needed in full-time equivalents.

Part II. (Continued)

Physically Handicapp

Indianapolis Public

C. Physical Facility

Exceptionality Area	Number Rooms Presently Used				Number Additional Rooms Needed				
	Full Time		Part Time		Full Time		Part Time		
	1 Regular	2 Small	3 Regular	4 Small	5 Regular	6 Small	7 Regular	8 Small	Re
Pre-School (Opt.)	1	-	-	-	-	-	-	-	
Primary-Intermediate	9	-	-	-	1	-	-	-	
Jr. High and/or Middle School	4	-	-	-	-	-	-	-	
Senior High	3	-	-	-	1	-	-	-	
Totals	17	-	-	-	2	-	-	-	

When applicable, report shared facilities in tenth of time used per week for special educatio
counting 1/10 and each afternoon counting 1/10.

Physically Handicapped _____ Exceptionality Area

Indianapolis Public Schools ___ Planning District

ity

ity Area	Number Rooms Presently Used				Number Additional Rooms Needed				Total Rooms Needed			
	Full Time		Part Time		Full Time		Part Time		Full Time		Part Time	
	1 Regular	2 Small	3 Regular	4 Small	5 Regular	6 Small	7 Regular	8 Small	(1-5) Regular	(2-6) Small	(3-7) Regular	(4-8) Small
)	1	-	-	-	-	-	-	-	1	-	-	-
iate	9	-	-	-	1	-	-	-	10	-	-	-
ddle School	4	-	-	-	-	-	-	-	4	-	-	-
	3	-	-	-	1	-	-	-	4	-	-	-
	17	-	-	-	2	-	-	-	19	-	-	-

e, report shared facilities in terms of time each needed per week for special education; each morning and each afternoon counting 1/10.

PHYSICALLY HANDICAPPED

1. Levels

Special classes for the physically handicapped are conducted at the James E. Roberts School, where such students may attend from the kindergarten level (age five) through high school graduation or age eighteen. Currently, some multiple handicapped pupils (who are educable mentally retarded and physically handicapped) also attend the JER facility and are provided with programming (ungraded classes) through similar age ranges. (See the section relative to programming for the Multiple Handicapped.)

2. Sequential Development

Teachers of special classes for the physically handicapped follow the regular classroom curriculum (kindergarten through eighth grade) as prepared by the Division of Curriculum and Supervision of the Indianapolis Public Schools. They also follow, then, the sequential development presented in the regular curriculum guide. (See the General Overview of the Instructional Program in Volume II.) At the secondary level, students follow the general course pattern to meet high school graduation requirements, some students participating part-time in regular high school classes (determined by the pupil's ambulation). These ungraded classes follow more closely the curriculum prepared for the educable mentally retarded. (See number 2 in the narrative for the EMR program.) Physical and occupational therapy is provided for pupils at all age and ability levels.

3. Grouping Arrangement

As a general rule, students are grouped by grade levels, including kindergarten, elementary, and junior high grades. High school students are grouped together with two home-room sections. (Currently, there are two ungraded classrooms, which are discussed in the narrative for multiple

handicapped.) Those high school students who are able, due to normal ambulation or special arrangement, may attend regular high school classes part of the day. When possible, physically handicapped pupils at all levels participate in regular school programs at their local schools; however, currently no special provisions are made for them.

One of the primary thrusts of planning for the mentally average or above physically handicapped at all levels includes returning many to the local schools--unless therapy requirements, special toileting arrangements, nearly complete incapacitation, etc. prohibit. The possibility of moving the entire secondary program to a section of a regular high school building is being investigated. Another thrust of planning includes providing a completely ungraded program at the elementary and junior high levels. This seems to be advisable in light of the abilities of pupils currently referred to the program and is now partially in operation.

4. Eligibility and Selection

Students referred to the program for the physically handicapped at James E. Roberts School must be seen by a physician who completes a medical referral form either certifying that the pupil's physical handicap is so severe he cannot adequately cope with the current program in a regular school building or prescribing physical therapy to be conducted at the school. For the purposes of appropriate placement, an individually administered psychological examination is required (see number 15 below).

5. Administration and Supervision

The program for physically handicapped students is administered by the Supervisor of Special Education (through a consultant, part of whose responsibility is this program) and the principal of Roberts School. Currently, the consultant in charge is available approximately one-fourth time (sharing time with the programs for the hard of hearing, the visually handicapped, and some of the educable mentally retarded--being certified in all

of these areas also). By September of 1973, plans call for one-half-time consultant service for this program, time shared probably with the program for the multiple handicapped.

6. Coordination and Integration

Physically handicapped students who are placed in special classes at James E. Roberts School do not participate in regular classes with physically normal students at the elementary or junior high level. At the high school level, as stated in number 2 above, physically handicapped students may participate in regular classes at Arsenal Technical High School. At all levels, many programs which might be found in regular Indianapolis schools are also available at Roberts, i.e., music, art, home economics, industrial arts. Physical education is replaced by physical therapy and time is set aside for occupational therapy.

7. Personnel

For the most part, necessary personnel have been recruited for the program by employing student teachers (most student teachers there have worked into the JER facility). Turn-over, however, has been very low and personnel needs infrequent. Contact is maintained with institutions which are authorized to recommend persons for certification in this area (primarily Indiana State University), and notices are mailed to other institutions when vacencies occur. This system was tested in the Spring of 1971 when five teachers of the physically handicapped were needed for the 1971-72 school year (one resignation, three retirements, and one taken for a supervisory position). All positions were filled prior to May 15, and additional applications are on file. (See also Staff Personnel section of Volume II.)

The consultant to the program and the building principal (since all special classes for the physically handicapped are currently in one building) are responsible for in-service training of staff, parents, and other

interested individuals in the community. Throughout the school year, the Training and Resource Center offers a complete schedule of in-service sessions, any of which teachers may elect to attend. All teaching personnel in the Indianapolis Public Schools are required to attend a minimum of six hours of in-service instruction each semester.

8. Special Equipment and Instructional Materials

The James E. Roberts facility has the full complement of instructional equipment necessary for physically handicapped pupils including wheelchairs (regular and individually adapted), supportive equipment (braces, crutches, etc.), electric typewriters with key guards, tables for use with wheelchairs, standing tables, elevator and ramps (since Roberts is a two-level building), standing bars at blackboards, mouth pieces for writing or typing, writing materials such as pencils with devices to assist holding and management, perceptual training kits, film-strip equipment for small group instruction, etc. The physical therapy unit contains additional appropriate equipment such as a whirlpool, paralell bars, exercise tables, exercycles, tricycles, scooter boards, a number of hand manipulation devices, etc. When possible, physically handicapped pupils utilize the same equipment and materials as regular pupils--particularly such as recorders, record players, projectors, etc. The Lily Foundation supplies many library books, general service clubs purchase special equipment, and a very active PTA sees there is no want.

9. Vocational Education and Vocational Rehabilitation

Physically handicapped students who are able to attend regular high schools are eligible for participation in vocational work-study programs such as Distributive Education, Industrial Cooperative Training, Cooperative Office Education, and Pre-employment Vocational Experience. These programs are not available to students at the James E. Roberts facility except through special arrangements with Arsenal Technical High School (which are

infrequent due to the involvement of those students). As the secondary program is moved from Roberts into one of the high school facilities, more students may be able to participate in the above-mentioned programs. School personnel maintain contact with the personnel of the Indiana Division of Vocational Rehabilitation leading to DVR evaluation before pupils leave the program at Roberts.

10. Private and State Agencies

Personnel at Roberts School work closely with several agencies in the Indianapolis area. The two primary agencies (other than organizations such as United Cerebral Palsy and Crippled Children) with which contact is maintained are Crossroads Rehabilitation Center (for both pre- and post-school placement, evaluation, therapy, etc.) and the Indiana University Medical Center (particularly the Cerebral Palsy Clinic). See also the directory section of Volume II.

11. Housing

All students placed in special classes for the physically handicapped attend school at the James E. Roberts facility, which is designed to provide for non-ambulatory individuals. There are no other classes in the building at this time. As mentioned above, discussion is underway relative to moving the secondary program into a regular high school. The greatest disadvantage to such a move is the same as the rationale for grouping all classes for the physically handicapped together in a single building--the individual needs for physical therapy.

12. Aides

Matrons are currently in use with the physically handicapped primarily to assist in handling students and assisting them individually to accomplish tasks such as toileting, eating, and other personal needs. Plans at this point call for the addition of aides to assist in educational activities.

13. Transportation

Physically handicapped pupils who require placement in special classes at James E. Roberts School are provided schoolbus transportation from their homes. Generally they are collected with other handicapped pupils; although those who cannot be lifted onto the bus (but who are confined to wheelchairs) are collected by busses adapted such that chairs may be placed on the bus via a ramp and fastened in place until removed at the school. (Two such buses are currently in use. It may be noted in discussions of transportation for other exceptionality areas that pick-up routes end at a central point where children transfer to shuttle buses. The central point is the Roberts School; thus, eliminating the transfer and the shuttle bus ride for the physically handicapped.

14. Evaluation

Personnel evaluation is the responsibility of the building principal and is conducted by her for reporting to the Office of Staff Personnel. Program evaluation is conducted by the Special Education Office through consultant observations, individual pupil progress reports, and parent evaluations, both formal and informal. In addition, a recent study was completed by the Parent-Teacher Association of Roberts School in which questionnaires were sent to former Roberts students, parents of former students, and parents of current students. Physically handicapped students are evaluated each year educationally for academic performance and medically for physical envolvement. Both evaluations are used to determine appropriate placement. See number 15 below relative to psychometric evaluations.

15. Psychological Services

Physically handicapped students referred for placement in special classes must have an individually administered psychological examination; however, placement in the school is not withheld pending the testing results. They are used to determine placement within the program. Students

are then retested every three years, or less if requested by parents or teachers.

16. Related School Services

Any physically handicapped pupil may be referred to the Indianapolis Public Schools' Diagnostic Teaching Center for evaluation and educational prescription (see that section of Volume II). A school health nurse is on the full-time staff of Roberts School for those physically handicapped assigned there, and is instrumental in providing the screening programs available in regular schools as well as functioning as liaison between the school and medical personnel and administering to immediate health needs of the students. A social service worker and a guidance counselor are provided as per a regular school building. They are particularly helpful through making home visits and informing students (who will be attending regular high schools at least part of the time) of available educational opportunities, respectively.

Addendum:

A significantly smaller number of physically handicapped pupils were identified in the survey than may have been expected from the incidence rate. This large difference remains unexplained, but it is assumed that the referral criteria screened out all but those physically handicapped who required special educational consideration. The incidence rate criteria may have included those who were physically handicapped but could successfully function in regular educational programs with no consideration of their handicapping conditions.

Indianapolis Public Schools Planning District

Part III. TIMETABLE FOR IMPLEMENTING THE COMPREHENSIVE PLAN

A. Timetable - Professional Staff.
Note: Totals should correlate with data from Part II, Section B.

	(1) Presently Employed 1970-71	(2) Additional Staff Projected 1971-72	(3) 1972-73	(4) 1973-74	(5) Total Additional Personnel (Cols. 2-3-4)	(6) Total Needed (Cols. 1-5)
Speech HC	31	5	7	7	19	50
Deaf	Personnel in common with Hard of Hearing					
H of H	7	-	3	3	6	13
VH	4	-	1	1	2	6
EH	18	5	31	37	73	91
TMR	24	2	6	7	15	39
EMR	133	22	47	49	118	251
MH	-	-	10	20	30	30
PH	17	-	1	1	2	19
Psych. Serv.	12	2	4	3½	9½	21½
Admin. & Supv.	10	1	2	3	6	16
TOTALS	256	37	112	131½	280½	536½

B. Timetable - Teacher Aide and Clerical.
Note: Totals should correlate with data from Part II, Section B.

	(1) Presently Employed 1970-71	(2) Additional Staff Projected 1971-72	(3) 1972-73	(4) 1973-74	(5) Total Additional Personnel (Cols. 2-3-4)	(6) Total Needed (Cols. 1-5)
Speech HC	-	-	-	-	-	-
Deaf	Personnel in common with Hard of Hearing					
H of H	-	-	-	-	-	-
VH	-	-	1	1	2	2
EH	-	-	10	15	25	25
TMR	5	15	6	7	28	33
EMR	-	-	-	-	-	-
MH	-	-	10	20	30	30
PH	-	-	2	2	4	4
Psych. Serv.	-	-	-	-	-	-
Admin. & Supv.	2	-	-	1	1	3
TOTALS	7	15	29	46	90	97

Part III. (Continued)

D. Timetable: Facilities

	(1) Presently Utilized 1970-71		Additional Facilities Projected (2) 1971-72		(3) 1972-73		(4) 1973-74		Total Additional Facilities Needed (Cols. 2-3-4)		Tot Nee (Cols.
	Regular	Small	Reg.	Sm.	Reg.	Sm.	Reg.	Sm.	Regular	Small	Regular
Speech HC	-	109	-	1	-	5	-	6	-	12	-
Deaf	Utilize facilities with the Hard of Hearing.										
H of H	7	-	-	-	3	-	3	-	6	-	13
VH	3	1	-	-	1	-	1	-	2	-	5
EH	11	8	4	1	7	24	12	25	23	50	34
TMR	24	-	2	-	6	-	7	-	15	-	39
EMR	133	-	22	-	23	24	24	25	69	49	202
MH	-	-	-	-	10	-	20	-	30	-	30
PH	17	-	-	-	1	-	1	-	2	-	19
Psych. Services	Use the same facilities as speech and hearing personnel.										
Admin. & Supervision	2	4	-	-	1	-	-	-	1	-	3
Teacher Aide & Clerical	Work in classrooms listed above.										
TOTALS	197	122	28	2	52	53	68	56	148	111	345

tinued)

Facilities

(1) Presently Utilized 1970-71		Additional Facilities Projected (2) 1971-72		(3) 1972-73		(4) 1973-74		Total Additional Facilities Needed (Cols. 2-3-4)		Total Needed (Cols. 1-5)	
Regular	Small	Reg.	Sm.	Reg.	Sm.	Reg.	Sm.	Regular	Small	Regular	Small
-	109	-	1	-	5	-	6	-	12	-	121
Utilize facilities with the Hard of Hearing.											
7	-	-	-	3	-	3	-	6	-	13	-
3	1	-	-	1	-	1	-	2	-	5	1
11	8	4	1	7	24	12	25	23	50	34	58
24	-	2	-	6	-	7	-	15	-	39	-
133	-	22	-	23	24	24	25	69	49	202	49
-	-	-	-	10	-	20	-	30	-	30	-
17	-	-	-	1	-	1	-	2	-	19	-
Use the same facilities as speech and hearing personnel.											
2	4	-	-	1	-	-	-	1	-	3	4
Work in classrooms listed above.											
197	122	28	2	52	53	68	56	148	111	345	233

Part III. (Continued)

C. Timetable: Finances

	1970-71 Present Expenditures		1971-72 Projected Expenditures		1972-73 Projected Expenditures		1973-7 Projected Ex
	Salaries	Special Transp.	Salaries	Special Transp.	Salaries	Special Transp.	Salaries
Speech HC	259,576	--	304,576	--	376,576	--	430,576
Deaf	--	--	--	--	--	45,430	--
H of H	65,130	15,732	66,880	17,314	93,880	27,258	120,880
VH	49,846	14,022	50,846	15,416	59,846	19,41[illegible]	68,846
EH	137,749	16,416	182,749	29,328	461,749	51,625	794,749
TMR	196,302	92,340	214,302	129,720	268,302	167,265	331,302
EMR	1,276,700	121,410	1,474,700	142,880	1,897,700	177,590	2,338,700
MH	--	--	--	--	90,000	37,170	270,000
PH	137,689	61,560	141,939	67,680	150,939	78,470	159,939
Psych. Services	176,503	/////////	185,503	/////////	233,503	/////////	275,503
Admin. & Supervision	126,061	/////////	157,401	/////////	188,741	/////////	235,751
Tchr. Aide	27,400	/////////	79,900	/////////	181,400	/////////	342,400
TOTALS	2,452,956	321,480	2,856,796	402,338	3,993,636	604,219	5,368,646

(Continued)

ble: Finances

	1970-71 Present Expenditures		1971-72 Projected Expenditures		1972-73 Projected Expenditures		1973-74 Projected Expenditures	
	Salaries	Special Transp.	Salaries	Special Transp.	Salaries	Special Transp.	Salaries	Special Transp.
	259,576	--	304,576	--	376,576	--	430,576	--
	--	--	--	--	--	45,430	--	49,940
	65,130	15,732	66,880	17,314	93,880	27,258	120,880	39,044
	49,846	14,022	50,846	15,416	59,846	19,411	68,846	24,062
	137,749	16,416	182,749	29,328	461,749	51,625	794,749	90,800
	196,302	92,340	214,302	129,720	268,302	167,265	331,302	215,650
	1,276,700	121,410	1,474,700	142,860	1,897,700	177,590	2,338,700	217,920
	--	--	--	--	90,000	37,170	270,000	122,580
	137,689	61,560	141,939	67,680	150,939	78,470	159,939	90,800
	176,503	//////////	185,503	//////////	233,503	//////////	275,503	//////////
on	126,061	//////////	157,401	//////////	188,741	//////////	235,751	//////////
e	27,400	//////////	79,900	//////////	181,400	//////////	342,400	//////////
	2,452,955	321,480	2,858,796	402,338	3,993,636	604,219	5,368,646	850,796

Indianapolis Public Schools

PART IV. SUMMARY OF EXCEPTIONALITY AREA DATA

EXCEPTIONALITY AREA SURVEY							
Exceptionality Area	1. Prevalence Rates	2. Number Located	3. Number Served in Public Schools			4. Number Served in State Schools & Institutions	Numbe Pro
			Sp. Class	Resource	Itin.		Sp. C
Speech Handicapped	6322	5105	-	-	3106	-	-
Deaf	95	110	-	-	-	110	-
Hard of Hearing	632	235	70	-	55	-	6
Visually Handicapped	126	71	41	-		30	-
Educationally Handicapped	3793	5000	88	280	-	58	18
Trainable Mentally Retarded	379	579	300	-	-	54	22
Educable Mentally Retarded	2529	4930	2626	-	-	-	110
Multiple Handicapped	632	413	36	-	-	107	27
Physically Handicapped	632	200	180	-	-	-	2
TOTALS	15,140	16,630	3341	280	3161	359	186

Indianapolis Public Schools Planning District

PART IV. SUMMARY OF EXCEPTIONALITY AREA DATA

EXCEPTIONALITY AREA SURVEY									
1. Prevalence Rates	2. Number Located	3. Number Served in Public Schools			4. Number Served in State Schools & Institutions	5. Number Needing Pub. Sch. Program (Not Served)			6. Totals (should equal 3,4,5)
		Sp. Class	Resource	Itin.		Sp. Class	Resource	Itin.	
6322	5105	-	-	3106	-	-	-	1999	5105
95	110	-	-	-	110	-	-	-	110
632	235	70	-	55	-	60	-	50	235
126	71	41	-	-	30	-	-	-	71
3793	5000	88	376 280	-	58	184	4390	-	5000
379	579	300	-	-	54	225	-	-	579
2529	4930	2626	-	-	-	1104	1200	-	4930
632	413	36	-	-	107	270	-	-	413
632	200	180	-	-	-	20	-	-	200
15,140	16,630	3341	280	3161	359	1863	5590	2049	16,643

Part IV. (Continued)
SUMMARY OF FACILITY DATA

FACILITY SURVEY*						
Exceptionality Area	No. Rooms Presently Used		No. Additional Rooms Needed		Total Rooms Needed	
	1. Regular	2. Smaller Size	3. Regular	4. Smaller Size	(1-3) Regular	(2-4) Smaller Size
Speech Handicapped	-	31	-	19	-	50
Deaf	Utilize facilities in common with Hard of Hearing					
Hard of Hearing	7	-	6	-	13	-
Visually Handicapped	3	1	2	-	5	1
Educationally Hand.	11	8	23	50	34	58
Trainable Mentally Ret.	24	-	15	-	39	-
Educable Mentally Ret.	133	-	69	49	202	49
Multiple Handicapped	-	-	30	-	30	-
Physically Handicapped	17	-	2	-	19	-
Psychological Services	1/3 to 1/12 per building		Exact time equivilency for rooms used by these personnel is impossible to figure. Space is shared with speech and hearing personnel and/or other itinerant personnel.			
Related School Services	Not significant					
Adm. & Supv.	2	4	1	-	3	4
Teacher Aide & Clerical	Work in classrooms, so additional space is not required					
TOTALS	197	44	148	118	345	162

*Report roo
time basis
i.e., 5/10
education.

Part IV. (Continued)
SUMMARY OF FACILITY DATA

FACILITY SURVEY*					
No. Rooms Presently Used		No. Additional Rooms Needed		Total Rooms Needed	
1. Regular	2. Smaller Size	3. Regular	4. Smaller Size	(1-3) Regular	(2-4) Smaller Size
-	31	-	19	-	50
Utilize facilities in common with Hard of Hearing					
7	-	6	-	13	-
3	1	2	-	5	1
11	8	23	50	34	58
24	-	15	-	39	-
133	-	69	49	202	49
-	-	30	-	30	-
17	-	2	-	19	-
1/3 to 1/12 per building		Exact time equivilency for rooms used by these personnel is impossible to figure. Space is shared with speech and hearing personnel and/or other itinerant personnel.			
Not significant					
2	4	1	-	3	4
Work in classrooms, so additional space is not required					
197	44	148	118	345	162

*Report rooms used/needed on a part-time basis in full-time equivalents, i.e., 5/10 = ½ time for special education.

Indianapolis Public Schools

Part IV. (Continued)
SUMMARY OF PERSONNEL DATA

Exceptionality Area	PERSONNEL SURVEY * 1. Professional Personnel Employed						2. Teacher Aides & Clerical Employed					3. Additional Prof. Personnel Needed							4. Additional Pa Tea. Aides Clerical Need
	Admin.	Supv.	Sp. Class	Res. Room	Itinerant	PVE Coord.	Admin.	Supv.	Sp. Class	Res. Room	Itinerant	Admin.	Supv.	Sp. Class	Res. Room	Itinerant	PVE Coord.	TOTAL	
Speech Handicapped	///	1	-	-	31	-	///	-	-	-	-	///	-	-	-	19	-	19	-
Deaf	///	-	Utilize personnel in common with Hard of Hearing																
Hard of Hearing	///	½	7	-	-	-	///	-	-	-	-	///	½	6	-	-	-	6½	-
Visually Handicapped	///	½	4	-	-	-	///	-	-	-	-	///	½	2	-	-	-	2½	2
Educationally Hand.	///	1	11	7	-	-	///	-	-	-	-	///	1	23	50	-	-	74	25
TMR	///	1	24	-	-	-	///	-	5	-	-	///	-	15	-	-	-	15	28
EMR	///	3½	133	-	-	2	///	-	-	-	-	///	3½	69	40	-	9	121½	-
Multiple Hand.	///	-	-	-	-	-	///	-	-	-	-	///	½	30	-	-	-	30½	30
Physically Hand.	///	½	17	-	-	-	///	-	-	-	-	///	½	2	-	-	-	2½	4
Psychological Serv.	///	1	-	-	12	-	///	-	-	-	-	///	-	-	-	9½	-	9½	-
Administration	///	½	-	-	-	-	///	2	-	-	-	///	½	-	-	-	-	½	1
Related School Services	///	26	-	93	264	-	///	34	-	-	-	///	1	7	3	-	-	11	2
TOTALS	///	35	196	100	307	2	///	36	5	-	-	///	7	154	93	28½	9	291½	92
GRAND TOTALS						640					41							291½	

* Report part-time personnel in full-time equivalents.

Indianapolis Public Schools Planning District

Part IV. (Continued)
SUMMARY OF PERSONNEL DATA

PERSONNEL SURVEY *																				
1. Professional Personnel Employed						2. Teacher Aides & Clerical Employed					3. Additional Prof. Personnel Needed							4. Additional Paid Tea. Aides & Clerical Needed	5. Volunteers	
Admin.	Supv.	Sp. Class	Res. Room	Itinerant	PVE Coord.	Admin.	Supv.	Sp. Class	Res. Room	Itinerant	Admin.	Supv.	Sp. Class	Res. Room	Itinerant	PVE Coord.	TOTAL		Current	Needed
///	1	-	-	31	-	///	-	-	-	-	///	-	-	-	19	-	19	-	-	-
///	-	Utilize personnel in common with Hard of Hearing																		
///	½	7	-	-	-	///	-	-	-	-	///	½	6	-	-	-	6½	-	-	4
///	½	4	-	-	-	///	-	-	-	-	///	½	2	-	-	-	2½	2	1	2
///	1	11	7	-	-	///	-	-	-	-	///	1	23	50	-	-	74	25	-	-
///	1	24	-	-	-	///	-	5	-	-	///	-	15	-	-	-	15	28	-	12
///	3½	133	-	-	2	///	-	-	-	-	///	3½	69	40	-	9	121½	-	-	-
///	-	-	-	-	-	///	-	-	-	-	///	½	30	-	-	-	30½	30	-	-
///	½	17	-	-	-	///	-	-	-	-	///	½	2	-	-	-	2½	4	2	4
///	1	-	-	12	-	///	-	-	-	-	///	-	-	-	9½	-	9½	-	-	-
///	½	-	-	-	-	///	2	-	-	-	///	½	-	-	-	-	½	1	-	-
///	26	-	93	264	-	///	34	-	-	-	///	1	7	3	-	-	11	2	-	-
///	35	196	100	307	2	///	36	5	-	-	///	7	154	93	28½	9	291½	92	3	22
					640					41							291½			

PLANNING COMMITTEES--MANDATORY LEGISLATION
SPECIAL EDUCATION
INDIANAPOLIS PUBLIC SCHOOLS

The local planning committee was appointed January 1, 1970, by the Superintendent on recommendation of the Supervisor of Special Education. The committee represented various disciplines of the school, community agencies, parents, and universities. The committee was composed of the following:

1. Harry Radliffe, Assistant Superintendent for Special Services Division
2. Ben Morgan, Supervisor of Special Education
3. David Greenburg, Special Assignment for Comprehensive Planning
4. Guy Underhill, Supervisor of Psychological Services
5. Robert Scheeffer, Principal School #7
6. Jack Fadely, Butler University, Department of Special Education
7. Frank Ryan, Director of Marion County Association for Retarded Children
8. Mrs. Charles Cox, Chairman of Special Education Committee, Indianapolis Parent Teachers Association
9. Mrs. Kenneth Young, Chairman PTA, James E. Roberts School
10. Janet McKinney, Teacher of Emotionally Disturbed at School #5
11. Mrs. Josephine Pannell, Teacher of Trainable at School #7
12. Mrs. Alta Ford, Consultant in Special Education
13. Dr. Roy Patton, Director of Crossroads Rehabilitation Center
14. Paul Schmidt, Director of Personnel at Goodwill Industries
15. Dr. Joseph Nygaard, Dean of College of Education, Butler University
16. Eugene Bennett, Head of Adapted Materials Division at Harry E. Wood High School

Sub-committees were formed soon after the appointment of the general planning committee. Sub-committees (each discussing one of the areas of exceptionality) met generally every two weeks from January to June, 1970. The sub-committees, which were primarily made up of teachers in the respective areas, are responsible for many of the recommendations. The members of the sub-committees were:

Educable Mentally Retarded (Elementary)
Jean Pullins, Consultant
Kathleen Decker, #46
Richard Robinson, #17
Jeff Brim, #29
Bobby Beckwith, #74
Larry Muncie, #51
Maria McElroy, #38

Trainable Mentally Retarded
Patricia Smith, Consultant
Robert Scheeffer, Principal, #7
Mrs. Charles Cox, PTA
Josephine Pannell, #7

Physically Handicapped
Margaret Champlin, #74 (Vis. Handi.)
Thelma Bennett, Principal, #97
Clara Rose Holmes, #97
Mrs. Kenneth Young, PTA
Martha Gardner, #74 (Hard of Hear.)

Educable Mentally Retarded (Secondary)
Eugene Bennett, HEWHS
Wallace Potter, ATHS
Elizabeth Ennix, CAHS

Emotionally Disturbed
Adell Carlton, Consultant
Janet McKinney, #5
Mary McGavern, Resource Teacher

Multiple Handicapped
Alta Ford, Consultant
Nelda Johnson, Phys. Ther., #97
Margaret O'Sullivan, #74
Jack Hammann, Resource and Mat. Center
William Murphy, Psych. Consultant

Speech and Hearing
Clare Fischer, Consultant
Marguerite Edmonson, Therapist
Alice Boyle, Therapist
Josephine Harrod, Therapist
George Kalin, Therapist

Each of the sub-committees was given a guide to use in discussion. The guide is

indicative of the scope of the discussions and is included for the purpose of illustration:

ACTIVITY LIST - A GUIDELINE FOR SUB-COMMITTEE WORK

I. Incidence

II. Referral System
1. How do we get the child to the attention of the school?
2. How shall we educate community agencies to immediate referral? (Brochure, forms, etc. to inform)
3. Who shall refer? (parents, principals, clinics, physicians, etc.)
4. What form(s) shall be used for referrals? (Teacher, clinic, psychologist, physician, social worker)
5. To whom shall the referral form(s) come? (Director, principal, diagnostic center, etc.)
6. Who will review and evaluate the referral? (Director, psychologist, clinic, diagnostic center, etc.)

III. Diagnostic System
1. What use shall be made of community agencies? (Encourage use of, limit usage, etc. What type of agencies?)
2. Shall we establish a school diagnostic center? (Personnel--psychiatrist, psychologist, language therapist, audiologist, physician, etc.) (Authority--diagnose, recommend disposition, receive reports from private and public diagnostic clinics or individuals)
3. Shall we have mobile diagnostic teams? (In addition to or as opposed to a diagnostic center; what shall be the role? personnel?)
4. What shall be included in a diagnostic program? (Social history, physical, psychological, medical, etc.)

IV. Placement System
1. Who recommends specific placement? (Director must technically place)
2. Who reviews materials and recommends disposition of a case? (Principal, psychologist, diagnostic center, consultant, etc.)
3. How is the placement actually made? (Contacting parents, school, principal, teacher, transportation)

V. Evaluation System
(Folder, forms, how often psychological, physicals, review, etc.)

VI. Housing
A. Buildings
1. Evaluation of the type and adequacy of present housing.
2. Shall we consider special schools?
3. Shall we consider agreements with other agencies for some aspects of housing?
4. Shall we consider a different type of housing for the older pupil or secondary program?
5. Does it appear we should recommend building any special facility (or facilities)?
6. If special schools are recommended (or special wings on regular schools) list the general plan of the building (ramps, elevators, therapies, pools, special doors, signals, etc.)
7. Are there services which are outside the community, but should be considered?
8. Should we survey buildings or space that will appear to be available at given intervals--September, 1970, 1971, 1972, and 1973?
9. What types of handicapped pupils might well be housed together?

10. How will our philosophy (do we have an agreement on one) affect housing, that is:
    --What types need to be in regular buildings for integration of curriculum?
    --What types for social reasons?
    --What types seemingly would be served more efficiently in separate facilities?
11. Should we consider any residential housing?
12. How will availability of transportation affect location of housing or vice versa?

B. Classrooms

1. How will the use of para-professionals affect classrooms, that is, should folding or sliding doors, or a door between two classrooms or teaching stations be planned so a professional might supervise one or two para-professionals.
2. How self-contained ought classrooms be (water, restroom, etc.)
3. Shall we consider special classes within regular schools?
4. Shall we consider itinerant special teachers without assigned classrooms?
5. Should classrooms be located together in a section of the building when housed in regular schools?
6. What should be the maximum number of special classrooms in any one building?
7. What special equipment is necessary in the classroom?
8. What special features should be considered in the construction of a classroom?
9. What space should be provided for special services?
10. Should we consider integration into regular classrooms? Part-time? Full-time?
11. What special instructional materials and media are appropriate?
12. Should we consider mobile units?

VII. Staff (teaching personnel)

A. Professional

1. What types of positions need to be developed to include children of all ages specified?
2. What types of education and/or background are beneficial? (In-service training?)
3. How can the work of these persons be integrated into the program of the total school?
4. What procedures may be followed to aid in the recruiting of personnel?
5. What type of program will assist professionals in working with para-professionals?
6. How may these persons use the services and facilities of the State Board of Health and the Department of Mental Health?
7. What procedures or programs should we institute to upgrade or orient present staff to children with more involved handicaps?
8. What working relationship can we arrange with local universities for training both professionals and para-professionals?

B. Para-professional

1. What training is expected of persons at each level?
2. How may training be conducted?
3. What methods of screening may be used (methods of employing)?
4. What performances are expected of para-professionals at each level?
5. What kinds of training will prepare the para-professional for working under the guidance and direction of the classroom pro-

fessional?

6. What part, if any, can parents have in actual classroom activities?
7. What use might be made of bright pupils in buildings to be teacher aids?

C. Professional and Para-professional

1. Should we consider assigning para-professionals to classrooms with one professional in charge of more than one room? (How many professionals, para-professionals, and classrooms per unit?)
2. How should professionals and para-professionals be matched for effectiveness?
3. How should each work with the other in training?
4. What should each expect of the other?

VIII. Supervision and Administration

A. What such personnel are necessary?

1. In the building
2. Extra-building

B. What types of assistance and information should administrators and classroom personnel expect of one another?

IX. Ancillary Services

A. What other school services should be considered? (Psychological, social, guidance and counseling, medical, speech and hearing, occupational therapy, physical therapy, vocational rehabilitation, remedial academics, art, music, physical education, etc.)

1. What personnel are involved in these services?
2. What facilities are necessary?
   a. Space
   b. Equipment
3. To what extent should the service be involved? (time per individual or group, numbers in groups, etc.)
4. How will the personnel in each of these services work with the classroom teacher(s) to coordinate activities?
5. How will personnel of these services coordinate activities of the class or individuals among themselves?

B. What existing ancillary services outside the public schools might be considered? (state hospitals or schools, private schools, state residential facilities, state or local agencies or clinics)

1. What are these services providing now?
2. What kinds of cooperating programs are possible? (part-time or full-time)
3. How may cooperating programs be governed?

X. Time Table

A. Which phases of the total program should be started first? How soon?
B. When should subsequent phases be prepared to begin so the total program will be operating by September, 1973?
C. Keep priorities and logical course of events in mind.

XI. Integration

A. How will the pupil be involved in the regular program of the school even while enrolled in a special class?
B. Who should be involved in determining when the child is ready to begin moving toward the regular classroom?
C. How should the process be conducted?
D. What kinds of follow-up procedure should be considered?

XII. Transportation

A. How will these plans affect the need for transportation?
B. Are there suggestions for procedures which differ from those now being employed?

INDIANAPOLIS PUBLIC SCHOOLS
STAFF PERSONNEL

In the Indianapolis Public Schools, the Division of Staff Personnel serves as agent for recruitment, interviewing, selection, placement, transferring, grievances, and evaluation of all personnel. The division functions under the Assistant Superintendent of Staff Personnel and encompasses all personnel matters.

Interviewers from Staff Personnel confer with candidates for teaching positions both at the Education Center in Indianapolis and on college and university campuses inside and outside Indiana. Fourteen campusses in Indiana were visited on the regular recruiting schedule during the 1970-71 school year including: Ball State University, Butler University, DePauw University, Earlham College, Hanover College, Indiana Central College, Indiana State University (both at Terre Haute and at Evansville), Indiana University, Marian College, Marion College, Purdue University, Valparaiso University, and University of Evansville. The eight out-of-state campuses visited on the regular schedule included Atlanta University (Georgia), Bowling Green University (Ohio), Dayton University, Eastern Kentucky University, Kentucky State University, Murray State University, University of Kentucky, and western Kentucky University.

Five special recruiting trips were made by Staff Personnel during the 1970-71 school year. The colleges visited in each trip were: 1--Fisk University (Tennessee), Tennessee A and I University, and Knoxville College; 2--Alabama State and Tuskegee Institute (Alabama); 3--Oakwook College (Alabama) and Alabama A and M; 4--Howard University (D.C.), District of Columbia Teachers College, and Morgan State (Maryland); and 5--Virginia Union, Virginia State, Hampton Institute (Virginia), and Norfolk State (Virginia).

In addition to visiting campuses, the Division of Staff Personnel maintains contact with other institutions through notifications of vacencies. For example, one list of colleges and universities is used for sending posted ad-

ministrative vacencies in the Indianapolis Public Schools. The same list is used when seeking personnel for special projects such as the Diagnostic Teaching Center. The colleges and universities to which such postings are sent includes:

Indiana University
Butler University
Indiana State University
Ball State University
Purdue University
University of Arizona
University of Alabama
Stanford University
University of California (L.A.)
Emory University
Ohio State University
University of Missouri
University of Chicago
Harvard University
Duke University
Tuskegee Institute
University of Wisconsin
Michigan State University
Pennsylvania State University
University of Illinois
Illinois State University
Southern Illinois University
University of Kentucky
Miami (Ohio) University
Murray State University
University of Arkansas
University of California (Berkley)
Howard University (D.C.)
University of Minnesota
Northern Illinois University
University of Pennsylvania
Northwestern University
Columbia University
St. Louis University
Bowling Green University (Ohio)
University of Michigan
University of Iowa
Wayne State University

DIRECTORY OF SERVICES

IN

MARION COUNTY

FOR THE

HANDICAPPED

In every community there are a number of handicapped children who can benefit from "special" services in the home, school, church, and community. This directory is an attempt to promote the welfare of these children by providing parents and concerned citizens a directory of schools, agencies and organizations that provide direct "special" services to these "special" children and their families.

Realizing families are primarily interested in services available near their home, we have included only those located in Marion County. However, this directory might serve as a model and guide to others who wish to compile a similar directory for their local community.

This directory is a joint project of the Special Education Department of the Indianapolis Public Schools and the Indianapolis Council of Parent Teacher Associations, compiled and provided as a public service.

It deals with direct services for [illegible]ically, emotionally, or mentally handicapped children such as: diagnostic services, clinical services, employment services, parental counseling and social organizations. It answers many specific questions concerning the service such as: fees, waiting lists, physical and mental requirements, etc. No attempt to evaluate or endorse these services has been made. The statements included reflect the response of the organizations to a questionnaire. Although changes in service are constantly taking place, the changes usually are toward expansion and improvement of existing programs.

The directory is a guide for persons faced with the dilemma of finding where services are available to meet the needs of these very special children.

Ben Morgan - Supervisor
David Greenburg - Consultant
Special Education
Indianapolis Public Schools

Mrs. Kenneth Young
Special Education Committee
Indianapolis Council of P.T.A.'s

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ALPHABETIZED LISTINGS

AMERICAN CANCER SOCIETY, MARION COUNTY UNIT --
1357 East 38th St.
Indpls, In. 46205 924-5657

AREA SERVED: Marion County
PERSONS SERVED: Cancer patients and their families
APPLICATION: Contact Office
FEES: None
WAITING LIST: None
PURPOSE: The American Cancer Society is a volunteer health organization fighting cancer through well balanced programs of cancer research, lay education and professional education and information and counseling to cancer patients and their families. Educational program provides free films, literature, lectures and exhibits for professional and lay groups. Service to cancer patients in the county includes dressings, sickroom supplies, transportation and costs of rehabilitation.

ARTHRITIS FOUNDATION, THE
615 North Alabama St. # 214
Indpls, In. 46204 632-5593

AREA SERVED: Indiana
PERSONS SERVED: Any age person with Arthritis
APPLICATION: Telephone or personal call.
FEES: Charges figured according to means.
WAITING LIST: None
PURPOSE: To help in the problem of Arthritis, research, education, and patient services. Patient services include clinical and rehabilitation service, diagnostic service and transportation.

BEECH GROVE SCHOOLS
see School City of Beech Grove

BLIND, INDIANA AGENCY FOR THE
see Indiana Agency for the Blind

BLIND, INDIANA SCHOOL FOR THE
see Indiana School for the Blind

BLIND SCHOOL

see Indiana School for the Blind

BLINDNESS, INDIANA SOCIETY FOR THE PREVENTION OF

see Indiana Society for the Prevention of Blindness

BOY SCOUTS OF AMERICA, CENTRAL INDIANA COUNCIL

615 North Alabama St. 634-7391
Indpls, In. 46204

AREA SERVED: Marion, Hancock, Shelby, Johnson, Hendricks, Boone, Clinton and Montgomery Counties.
PERSONS SERVED: All boys age 8, or in third grade, through age 18.
APPLICATION: Apply in local Scout unit or contact office to determine which specific group is best for each boy.
FEES: 50¢ National Registration Fee, plus "dues" as established by local unit.
WAITING LIST: None
PURPOSE: Character building, physical and mental fitness, citizenship development taught through the Scout Oath and Law. Special Dens, Packs, etc. are available for children who are retarded, physically handicapped, blind or deaf.

CAMP FIRE GIRLS, CENTRAL INDIANA COUNCIL, INC.

615 North Alabama St.
Indpls., In. 46204 634-3351

AREA SERVED: Marion County and parts of Hamilton, Hendricks and Morgan and Johnson Counties.
PERSONS SERVED: All girls between the ages of 7 and 17. At present girls who are mentally or physically handicapped, retarded, etc., are absorbed, when possible, in regular groups. However, a group for girls who are blind is available.
APPLICATION: Requests by telephone, in writing or in person. Each will be handled individually as group leadership is available.
FEES: National dues of $2.00 for everyone except 7 and 8 year olds.
WAITING LIST: Sometimes

CAMP FIRE GIRLS (cont.)

PURPOSE: Provides a leisure time, educational and recreational program for all girls. Specialized program of homecraft, handicraft, healthcraft, campcraft, nature, business and citizenship, geared to personal interests and individual development of the girl.

CAMP FOR MENTALLY RETARDED CHILDREN

see Indiana Association for Retarded Children and Adults

CAMP RILEY

see Riley Memorial Association

CANCER SOCIETY, INC., AMERICAN, MARION COUNTY UNIT

see American Cancer Society, Marion County Unit

CATHOLIC SOCIAL SERVICES
623 East North Street
Indpls, In. 46204 632-7401

AREA SERVED: United Fund area
PERSONS SERVED: Catholic children and adults needing service.
APPLICATION: Persons needing service may apply directly or may be referred by another.
FEES: Testing and counseling fees are charged according to clients ability to pay.
WAITING LIST: None
PURPOSE: Catholic Social Services offers a full range of child welfare services including foster home, adoption, institutional placements and services to children in their own home. Diagnostic service, counseling of parents and rehabilitation services are provided for the Behaviorally Disordered child.

CENTRAL STATE HOSPITAL, CHILD AND ADOLESCENT UNIT
3000 W. Washington St.
Indpls, In. 46222 637-5511

AREA SERVED: Indiana
PERSONS SERVED: Children age 5-18 who are emotionally disturbed.

CENTRAL STATE HOSPITAL (cont.)

APPLICATION: Request information through social worker assigned to child and adolescent unit at Central State Hospital.
FEES: Yes, if child is in residence at hospital-- maintenance fee $54.00 per week.
WAITING LIST: Yes
PURPOSE: To treat emotionally disturbed children and adolescents. Provides diagnostic service, clinical and rehabiliation service, educational program, recreational program and parental counseling for learning disabled and emotionally disturbed children.

CEREBRAL PALSY CLINIC, I. U. MEDICAL CENTER:
110 West Michigan St.
Indianapolis, In. 46204 639-8667

AREA SERVED: Indiana
PERSONS SERVED: All Cerebral palsied persons who acquired Cerebral Palsy before age 18.
APPLICATION: Referral by medical doctor.
FEES: Fees are determined by the University Hospital Committee
WAITING LIST: None
PURPOSE: Offers clinical and rehabilitation service, counseling of parents, diagnostic service, educational programs, employment counseling, vocational training, recreational programs and sheltered workshops. These services are available to children with cerebral palsy and to persons with multiple handicaps if one of the handicapping conditions is Cerebral Palsy.

CEREBRAL PALSY OF CENTRAL IND., INC., UNITED
See United Cerebral Palsy of Central Indiana

CHILD CENTER, ST. MARY'S
see St. Mary's Child Center

CHILD GUIDANCE CLINIC OF MARION COUNTY
1949 East 11th Street
Indianapolis, In. 46201 632-5381

AREA SERVED: Marion County
PERSONS SERVED: Children with emotional or personality problems and their families.
APPLICATION: Contact office
FEES: Sliding scale
WAITING LIST:
PURPOSE: Diagnosis, treatment, psychological testing and consultation on an out-patient basis for children with emotional or personality problems.

CHILD GUIDANCE CLINIC, RILEY HOSPITAL
see Riley Child Guidance Clinic, I. U. Medical Center

CHILDREN'S BUREAU OF INDIANAPOLIS, INC.
615 North Alabama St.
Indpls, In. 46204 634-6481

AREA SERVED: Central Indiana
PERSONS SERVED: All children to age 20 and parents
APPLICATION: Request an appointment by phone or letter
FEES: According to ability to pay
WAITING LIST: Sometimes
PURPOSE: Provides counseling to unmarried parents and child placement when needed. Provides counseling of parents of children who are physically, or mentally handicapped, behaviorally disordered, learning disabled, vision, hearing or speech handicapped.

COMMUNITY HOSPITAL OF INDPLS, INC.
1500 North Ritter Ave.
Inpls, In. 46219 353-5411

COMMUNITY HOSPITAL OF INDPLS, INC. (cont.)

AREA SERVED: No limitation
PERSONS SERVED: No limitation
APPLICATION: Referral by licensed medical doctor.
FEES: Specific fees for specific services
PURPOSE: Community Hospital is a short-term institution geared primarily to diagnose and treat acute illness. However, the Division of Rehabilitative services provides and Audiology and speech department, physical therapy department, Rehabilitation nursing and Occupational therapy department.

COMMUNITY SERVICE COUNCIL OF METROPOLITAN INDPLS.
615 North Alabama St.
Indpls, In. 46204 634-4311

AREA SERVED: Central Indiana
PERSONS SERVED: Unlimited
APPLICATION: Contact office
FEES: None
PURPOSE: Provides information and referral service, including interpretation of health and welfare services, resources and activities. Prepares Community Resources directory and maintains Community Service library.

CRIPPLED CHILDREN AND ADULTS, INC., INDIANA SOCIETY
see Indiana Society for Crippled Children and Adults

CROSSROADS REHABILITATION CENTER, INC.
3242 Sutherland Avenue
Indpls, In. 46205 924-3291

AREA SERVED: Central Indiana
PERSONS SERVED: All ages. No specific physical requirements. I< 60 and up. Serves the physically or mentally handicapped behaviorally disordered, learning disabled, vision, hearing and speech handicapped.

CROSSROADS REHABILITATION CENTER, INC. (cont.)
APPLICATION: Admission on doctor's prescription.
FEES: According to ability to pay.
WAITING LIST: Not at this time.
PURPOSE: The habilitation of children and rehabilitation of adults through medical, social, psychological, vocational and educational services. Also provides counseling, recreational programs, sheltered workshops and transporation.

DEAF, INDIANA SCHOOL FOR THE
see Indiana School for the Deaf

DEAF SCHOOL
see Indiana School for the Deaf

DECATUR TOWNSHIP SCHOOLS
See School District, Metro., Decatur Twp.

DIABETES ASSOCIATION
see Indpls, Diabetes Association

DIAGNOSTIC CLINIC, RILEY HOSPITAL
see Pediatric-Diagnostic Clinic, I. U. Medical Center

DYSLEXIA CLINIC
see Pediatric-Neurology Clinic, I. U. Medical Center

EAGLEDALE BAPTIST CHURCH
4950 W. 34th Street
Indpls, In. 46224 271-4793

AREA SERVED: Unlimited
PERSONS SERVED: School age and up
APPLICATION: Contact office
FEES: None
WAITING LIST: None
PURPOSE: Conducts religious education classes for the mentally handicapped, hearing handicapped and child with learning disabilities.

EAST 49TH STREET CHRISTIAN CHURCH
1801 E. 49th Street
Indpls, In. 255-6629

AREA SERVED: Unlimited
PERSONS SERVED: Unlimited
APPLICATION: Contact office
FEES: None
WAITING LIST: None
PURPOSE: Provides Sunday School class for mentally retarded children.

EMPLOYMENT SECURITY DIVISION
see Indiana Employment Security Division, Indpls. office

EPILEPSY CLINIC, IND. UNIV MEDICAL CENTER
1100 W. Michigan St.
Indpls., In. 46204 639-2538

AREA SERVED: Indiana
PERSONS SERVED: All persons with seizure control problems. Patient may have other handicaps as well as seizures. No age limit.
APPLICATION: Referral by a physician. Decisions regarding acceptance of patients for Epilepsy Clinic are made by the Clinic director. It may be recommended that referral should initially be made to the Pediatric Pre-Diagnostic Clinic for a complete diagnosis.
FEES: Standard I. U. Medical Center fees $8.50 or persons not able to pay may be referred to agency offering financial assistance.
WAITING LIST: About 1 month, except for emergencies.
PURPOSE: The Epilepsy Clinic offers comprehensive long-term treatment of seizures and their frequently attendant problems of adjustment in learning, social and emotional growth and vocational preparation. These services are offered through regularly scheduled visits and they are performed by a Neurologist, assisted by a Psychiatric Social Worker, a Clinic Nurse, a Neuro-Psychologist and Research Assistants.

EPISCOPAL COMMUNITY SERVICES
1537 Central Avenue
Indpls, In. 46202 635-2538

AREA SERVED: Episcopal Diocese of Indpls.
PERSONS SERVED: Referral service for clergy and laity.
APPLICATION: Referral by clergy.
FEES: None
WAITING LIST:
PURPOSE: Casework and counseling agency of the Episcopal Diosese of Indianapolis, including diagnosis and appropriate referral for emotional problems. Houses branch of the Marion County Public Health Clinic and four Pre-School classes. Assists in tutoring program at School # 27 for slow learners.

FAMILY SERVICE ASSOCIATION OF INDIANAPOLIS
615 North Alabama St., Room 210
Indpls, In. 46204 634-6341

AREA SERVED: Central Indiana
PERSONS SERVED: Families and individuals with problems, physical, emotional and environmental. All ages.
APPLICATION: Contact office
FEES: According to ability to pay. Free to those who can not pay.
WAITING LIST: Yes, a brief one.
PURPOSE: Strengthen family life through counseling, visiting homemaker service, family life education, research, training social workers, community organization and social action. Services include employment counseling and general counseling of parents of children who are physically, mentally handicapped, behaviorally disordered, or learning disabled. Also, for the child with behavioral disorders - diagnostic service, rehabilitation service and counseling. Limited financial assistance is provided in all the areas mentioned.

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FRANKLIN TOWNSHIP SCHOOLS

see School Corp. of Franklin Township

GENERAL HOSPITAL

see Marion County General Hospital

HANDY-CAP HORIZONS, INC.
3250 S. Loretta Drive
Indpls, In. 46227

AREA SERVED: Unlimited
PERSONS SERVED: All handicapped persons who are mentally capable to benefit from tours. Must either be able to care for themselves or bring along a helper.
APPLICATION: Write for detailed information about specific tours.
FEES: Persons must pay tour costs. Group raises funds to help as much as possible.
WAITING LIST: Yes, for those needing financial assistance. No, for those who can pay.
PURPOSE: Strives to bring the world to the door of the handicapped, either by actual travel throughout the U.S.A. and other parts of the world, or by articles in its quarterly newsletter.

HEALTH AND HOSPITAL CORP. OF MARION COUNTY

see Public Health Nursing Bureau

HEART ASSOCIATION

see Marion County Heart Association

HEMOPHILIA FOUNDATION

see National Hemophilia Foundation, Ind. State Chapter

HOME CARE AGENCY OF MARION COUNTY
3242 N. Meridian St.
Indpls., In. 46208 923-1489

AREA SERVED: Marion County
PERSONS SERVED: Patients who reside in Marion County
have a physician to write medical orders
need two or more hospital-type services
have a diagnosis applicable to care in the home
have a responsible family member to give care at nights and weekends.
APPLICATION: Referral by family physician. When a doctor refers a patient a registered nurse will visit the home and a medical social worker will be available to incorporate medical orders into the home condition.
FEES: Self-pay, insurance or voluntary and governmental health agencies.
WAITING LIST:
PURPOSE: Provides available community health services and coordinates care in the patient's residence under orders of the family physician. This service can best be visualized in terms of hospital-type service utilized in the home. A patient on Home Care will receive treatment and skilled care from agencies specializing in health requirements. The patient and family will be contacted by the Home Care professional staff to assure the best possible care. Detailed records are kept and progress reported to the physician for review and updating of medical orders.

INDIANA AGENCY FOR THE BLIND
536 N. 30th Street
Indpls, In. 46208 923-3363

AREA SERVED: Indiana
PERSONS SERVED: Persons who are legally blind, a resident of Indiana, educable to the least extent and 16 years or older.
APPLICATION: Contact this agency
FEES: None
WAITING LIST: None
PURPOSE: Among the many duties of the agency are: To act as a bureau of information and economic security for the blind by

INDIANA AGENCY FOR THE BLIND (cont.)

administering and supervising a state-wide program for vocational training and rehabilitation: to teach industries which may be followed in the home: the marketing of such products: home teaching services: administration of a system of sight conservation: maintenance of a state-wide register of the blind. Also the agency maintains and operates workshops employing the blind and paying reasonable wages to the employees. This agency is the distributing agency in Indiana for the Talking Book Service of the Library of Congress. This agency serves the blind through counseling, guidance, and job placement.

INDIANA ASSOCIATION FOR RETARDED CHILDREN
752 East Market St.,
Indpls, In. 46202 632-1357

AREA SERVED: Indiana
PERSONS SERVED: Counseling service for all mentally retarded persons and their families, regardless of age or additional handicaps. Camping program for any mentally retarded child in Indiana who is nine years of age or older, who is generally able to walk, to talk understandably, get along reasonably well with other children, able to participate in out-of-doors activities and is toilet-trained.
APPLICATION: All camping applications must include a physician's examination and approval. Contact office.
FEES: According to ability to pay. Camperships are available.
WAITING LIST: None
PURPOSE: A private, non-profit organization of over 60 local member units. Maintains and distributes directories of resources available at state and local levels. Plans, promotes and assists in the establishment, maintenance and operation of training centers, clinics and schools for the educational, vocational, social and physical betterment of the retarded. Promotes improvement and coordination of programs for all retarded, including those in institutions, public school classes, private schools sponsored by local communities, preschool groups and adults in sheltered workshops. Offers summer camping

INDIANA ASSOCIATION FOR RETARDED CHILDREN (cont.)

opportunities. Furthers training of personnel for work with the retarded and supports legislation which will benefit the retarded.

INDIANA OPTOMETRIC ASSOCIATION
617 Bankers Trust Building
Indpls, In. 46204 631-6709

AREA SERVED: Indiana
PERSONS SERVED: All persons with vision problems also the multiple handicapped when vision is one of the handicaps.
APPLICATION: Contact office. No referral necessary.
FEES: Fees are charged by indivisual practitioners according to individual cases. If no financial resources are available -- no fees are charged.
WAITING LIST: In many cases, Yes.
PURPOSE: Indiana Optometric Association is an association of professional optometrists who offer Ocular physical evaluation, vision function evaulation, vision training, application of prosthetic devices where indicated. They teach the utilization of the above and counsel with patients and parents.

INDIANA SCHOOL FOR THE BLIND
7725 College Avenue
Indpls, In. 253-1481

AREA SERVED: Indiana
PERSONS SERVED: Children age 5-21 with vision of 20/200 or less in the better eye after correction or a visual field of 20 degrees or less. Children must have general physical ability to get about the buildings unassisted including navigation of stairs.
Vision Handicapped

Provides diagnostic service, educational programs, sheltered workshop and parental counseling.

APPLICATION: Persons may apply directly to the school for applications and appointments for evaulation. Parents must fill out general application forms, and furnish a general medical by the family

INDIANA SCHOOL FOR THE BLIND (cont.)

Physician and an eye report from their opthalmologist. Both parents are then asked to complete a developmental history of the child with the Social Service department of the school while the child is given a battery of tests by the school psychometrist. All students applying for admission are seen by the school's consulting psychiatrist. The evaluations committee staffs each applicant and recommends placement to the State Health Commissioner who is the admissions officer for the school.

FEES: None. Transportation costs to and from school, clothing, medical and incidental spending money are the parents' responsibility. Board, room, books and laundry are furnished at state expense.

WAITING LIST: None

PURPOSE: The Indiana School for the Blind provides an educational program for children from kindergarten through high school, who cannot make normal progress in their local school because of loss of vision. Services to the students, include speech therapy, remedial counseling and group work service and an attempt is made to handle the special education problems of the blind but do not offer this as a direct service for those who are not enrolled at the school. Students must go home for all major vacation periods, including summer vacations.

INDIANA SCHOOL FOR THE DEAF
1200 E. 42nd Street
Indpls, In. 924-4374

AREA SERVED: State of Indiana

PERSONS SERVED: Deaf children age 3-20, who are residents of Indiana. Multiple handicapped children are accepted if secondary handicaps do not require primary consideration in educational programing or group living.

INDIANA SCHOOL FOR THE DEAF (cont.)

Physically Handicapped - (If also hearing handicapped) Provides speech and hearing therapist, work-study program, counseling of parents, appropriate educational program, vocational training, employment counseling and recreational program.

Mentally Handicapped - (If also hearing handicapped)

Elementary educable mentally retarded

Provides speech and hearing therapist, counseling of parents, psychological testing, and appropriate educational program.

Junior high educable mentally retarded

Provides speech and hearing therapist, counseling of parents, psychological testing, and appropriate educational program.

Secondary educable mentally retarded

Provides speech and hearing therapist, counseling of parents, psycological testing and appropriate educational program.

Behaviorally Disordered - (If also hearing handicapped)

Provides speech and hearing therapist, counseling of parents, psychological testing, appropriate educational program and employment counseling.

Learning Disabled - (If also hearing handicapped)

Provides speech and hearing therapist, counseling of parents, appropirate educational program and employment counseling.

Hearing Handicapped

Provides speech and hearing therapist, work-study program, counseling of parents, diagnostic service, appropriate educational program, vocational training, employment counseling and recreational programs.

APPLICATION: Letter or phone request to Superintendent for examination at school, application forms, psycological, medical and otological examination.

FEES: None

WAITING LIST: None

PURPOSE: To provide diagnostic, counseling and educational services including residential school, for hearing impaired children.

INDIANA SOCIETY FOR CRIPPLED CHILDREN AND ADULTS, INC.
3616 North Sherman Drive
Indpls, In. 46218 545-4900

AREA SERVED: Indiana
PERSONS SERVED: All handicapped persons not covered by other organizations.
APPLICATION: Contact office for special application form.
WAITING LIST: Yes
PURPOSE: To provide services in areas not covered by other organizations. If available from another organization they will not be duplicated. This organization, many times, acts as a third party to guide an individual through the many organizations for service. Also offers scholarships in special training facilities of treatment centers and camps.

INDIANA SOCIETY FOR THE PREVENTION OF BLINDNESS
1100 W. Michigan St.
Indpls, In. 46207 639-5774

AREA SERVED: Indiana
PERSONS SERVED: All children age 3-6 (vision testing program)
All persons including adults (glaucoma screening)
APPLICATION: Contact office for information.
FEES: None
WAITING LIST: YES, sometimes.
PURPOSE: To prevent blindness by vision testing of pre-school children, by educating public to better eye care; treatment of visual problems and awareness of blinding eye diseases and conditions. Vision testing of pre-school children is conducted by volunteers in public, private, parochial and county schools. Parents are advised if additional examination is necessary. If financial assistance is necessary they are advised where it may be obtained. Films and literature regarding the prevention of blindness are available through this agency.

INDIANA STATE DEPARTMENT OF PUBLIC INSTRUCTION, DIVISION OF VOCATIONAL REHABILITATION

see Vocational Rehabilitation Division, Ind. State Dept. of Public Instruction.

INDIANA STATE EMPLOYMENT SERVICE

145 N. Washington St.
Indpls, In. 46204 632-5421

AREA SERVED: Metropolitan Indianapolis Area
PERSONS SERVED: All persons age 16 to 22
APPLICATION: All applicants must fill out a standard job application form upon visiting the office.
FEES: None
WAITING LIST: Job counseling immediately. Some vocational training classes to which applicants are referred have waiting lists. Job seekers are referred to employers as soon as a suitable opening for them occurs.
PURPOSE: The chief function of the Employment Service is to match the job seeker with the job opening, regardless of the job seekers age, race, religion, or national origin. If the applicant is unskilled for the job of his choice, training possibilities are discussed and the applicant may be referred to a vocational training course.

INDIANA STATE LIBRARY, SERVICES FOR THE BLIND

140 N. Senate St.
Indpls, In. 46204 633-5404

AREA SERVED: Indiana
PERSONS SERVED: Blind or physically handicapped with limited ability to hold a book.
APPLICATION: Contact office
FEES: None
WAITING LIST: None
PURPOSE: To provide books both in embossed type and recorded, and other tangible apparatus for visually handicapped or physically

INDIANA STATE LIBRARY (cont.)

handicapped with limited ability to hold a book, under the auspices of the Division for the Blind, Library of Congress.

INDIANA UNIVERSITY MEDICAL CENTER

see: Cerebral Palsy Clinic, I. U. Medical Center
Epilepsy Clinic, I. U. Medical Center
Pediatric Clinic, I. U. Medical Center
Pediatric-Diagnostic Clinic, I. U. Medical Center
Pediatric-Neurology Clinic, I. U. Medical Center
Riley Child Guidance Clinic, I. U. Medical Center
Social Service, Riley Hospital, I. U. Medical Center

INDIANA VOCATIONAL TECHNICAL COLLEGE

333 North Penn. St.
Indpls, In. 46204 633-5442

AREA SERVED: Indiana
PERSONS SERVED: The unemployed and underemployed person age 16 and up. May be mentally handicapped or socially maladjusted. Must be capable of being employed when training is completed.
APPLICATION: All persons must be screened by the Indiana Employment Security Division.
FEES: No fees charged. Individuals may be entitled to a weekly allowance.
WAITING LIST: In a few vocational areas.
PURPOSE: To provide vocational training for the unemployed or underemployed individual for job placement.
Located:

Weir Cook Division
6800 W. Raymond St.
Indpls, In. 46241
Phone: 244-7631

Mallory Technical Institute
1315 E. Washington St.
Indpls, In. 46202
Phone: 632-8423

INDIANAPOLIS DIABETES ASSOCIATION, INC.
810 Hume Mansur Building
Indpls, In. 639-1111

PERSONS SERVED: All persons with Diabetes
APPLICATION: Contact office
PURPOSE: This agency is concerned with education and welfare as they relate to the diabetic child. It operates an annual summer camp for diabetic children and all are welcome to apply. Participates in the nationwide public diabetes detection program.

INDIANAPOLIS GOODWILL INDUSTRIES, INC.
1635 N. Michigan St.
Indpls, In. 46222 636-2541

AREA SERVED: Persons 16 yrs. and older. Minimum I.Q. 35 up. Must have capability for learning to commute independently; for feeding, toilet, mobility; for employability and motivation for a job: Behavior which does not jeopardize safety of others.
APPLICATION: Contact this office's Social Service Dept. or apply through the Indiana Vocational Rehabilitation Division of State.
FEES: Paid by Indiana Vocational Rehabilitation Division.
WAITING LIST: Yes
PURPOSE: To provide Vocational Rehabilitation training and employment (sheltered and competitive) for the disabled. Has full-time job placement counselor.

INDIANAPOLIS PASTORAL CARE AND COUNSELING CENTER
3808 N. Meridian St.
Indpls, In. 46208 924-2612

AREA SERVED: 50 mile radius of Indpls.
PERSONS SERVED: Persons able to come to this Center: Able to conceptualize and gain insight, choose goals, grow in confidence and effective interpersonal relations; The person or family will need to be motivated to make good use of pastoral counseling.

INDIANAPOLIS PASTORAL CARE AND COUNSELING CENTER (cont.)

APPLICATION: Contact office for appointment. Many are referred by a pastor, physician, psychiatrist, lawyer, or community agency. But self-referred persons are welcome.
FEES: Sliding scale equivalent to Family Service Association. Persons pay from nothing to $18.00 per hour according to family income and the number in the family. The sliding scale is shown to the person and he is asked to decide what is fair.
WAITING LIST: Usually one to six weeks.
PURPOSE: To give service to persons and families who request counseling and to provide training for pastors in counseling, interprofessional teamwork, community relationships, personal growth and vocational effectiveness.

INDIANAPOLIS PUBLIC SCHOOLS
see School City of Indpls.

INDIANAPOLIS SPEECH AND HEARING CENTER
615 North Alabama St.
Indpls, In. 46204 635-4469

AREA SERVED: No specific area.
PERSONS SERVED: All persons with speech or hearing problems even if accompanied by other handicapping conditions. However, child must be ambulatory and have at least an educable mentally retarded I.Q.
APPLICATION: Phone call or personal visit to make an appointment for a speech or hearing evaluation.
FEES: Sliding scale according to ability to pay and type of service.
WAITING LIST: Yes, for classes held at the Center.
PURPOSE: Counseling for all persons with speech or hearing problems. Evaluation of speech problems: Stuttering, delayed speech, articulation disorders, voice disorders, foreign accents, aphasic retraining, cerebral palsy speech, cleft palate speech esophageal speech, etc. Therapy and rehabilitation for all previously mentioned problems. Center also conducts 2-day a week Speech Stimulation Nursery.

INDIANAPOLIS SPEECH AND HEARING CENTER (cont.)

Offers for hearing problems:
Testing and Evaluation of Hearing Problems:
Psychogalvanometric Testing
Tests for Malingering
Testing on infants--6 months and up
Hearing Aid Consultation
Aural Rehabilitation:
Lip reading classes
Auditory Training in Use of Hearing Aids
Language Nurseries for Children--enrollment at 15 mos. or as soon as the child's handicap is diagnosed.

IVY TECH
see Indiana Vocational Technical College

JEWISH COMMUNITY CENTER ASSOCIATION
see Jewish Social Services, Inc.

JEWISH SOCIAL SERVICES, INC.
615 N. Alabama St.
Indpls, In. 46204 634-7401

AREA SERVED: Marion County
PERSONS SERVED: Children 6 and above
APPLICATION: Telephone
FEES: Sliding scale
WAITING LIST: None
PURPOSE: To provide casework service and material relief to Jewish families and persons in need: To aid in the rehabilitation of such families and persons so they may function as well integrated members of the community: To provide proper care for children in and out of their home: To render service to the aged, the chronically ill, and others needing specialized care: To initiate and further community facilities for the care of such persons: To aid in the adjustment of new immigrants in keeping with their needs and best interest of the community: To improve constantly the quality of our service through properly trained personnel and practices in keeping with the best accepted procedure in the field:

JEWISH SOCIAL SERVICES, INC. (cont.)

And to cooperate with all other organizations, Jewish and non-Jewish, whose purpose is the betterment of the community.

JULIA CARSON RETRITION CAMP

See Marion County Tuberculosis and Respiratory Disease Assn.

LAKE CRYSTAL HOSPITAL

1315 N. 10th Street
Indpls, In. 634-8401

AREA SERVED: Indiana.
PERSONS SERVED: Persons with emotional problems and the physical ability to participate in the program. The retarded, are not generally accepted. Persons with other physical handicaps are accepted when the major problem is emotional.
APPLICATION: Persons must apply through Social Service on referral of a social agency or physician.
FEES: Yes, on ability to pay.
WAITING LIST:
PURPOSE: To treat and rehabilitate in all facets of emotional problems through diagnosis and clinical service, family counseling, employment counseling, educational and recreational programs.

LAWRENCE TOWNSHIP SCHOOLS

see SchoolDistrict, Metro., Lawrence Twp.

LIBRARY, COMMUNITY SERVICE

see Community Service Council

LIBRARY, INDIANA STATE

see Indiana State Library

LIBRARY, INDIANAPOLIS PUBLIC

see Indianapolis Public Library

LUTHERAN

No response to questionnaire.

MILLIKEN TECHNICAL INSTITUTE

see Indiana Vocational Technical College.

MARION COUNTY ASSOCIATION FOR MENTAL HEALTH

615 North Alabama Street
Indpls, In. 635-2471

AREA SERVED: Marion County
PERSONS SERVED: Persons with emotional problems, behavioral disorders and epilepsy.
APPLICATION: Contact office
FEES:
WAITING LIST:
COMMENTS: The Association works chiefly to increase public awareness of the problems of disturbed children and to support the community's efforts to improve and create services, by sponsoring programs of public education, offering speakers, films, literature, etc. on childhood mental illness to civic groups, etc. The agency offers information and referral service to parents seeking information about facilities and services for children with emotional problems.

MARION COUNTY ASSOCIATION FOR RETARDED CHILDREN

33 E. 49th Street
Indpls, In. 46205 924-1306

AREA SERVED: The mentally retarded, age 2½ up, with I.Q. below 70. The physically and emotionally handicapped are also served if the child is also mentally retarded. The physically handicapped must be able to function in a wheelchair.

MARION COUNTY ASSOCIATION FOR RETARDED CHILDREN (Cont.)

APPLICATION: Self-referral or family referral to Social Service Dept. of this agency.
FEES: Yes, sliding scale, however, no one is refused because of inability to pay.
WAITING LIST: Yes, usually
PURPOSE: Provide education, training, therapy, parental counseling, recreational programs, and sheltered work experience for the mentally retarded of any age above 2½ years. The agency is also involved in overall community planning, including public education, for all mentally retarded.

MARION COUNTY, CHILD GUIDANCE CLINIC

see Child Guidance Clinic of Marion County

MARION COUNTY DEPT. OF PUBLIC WELFARE
City-County Building, Room 1501
Indpls, In. 46204 633-3977

AREA SERVED: Marion County
PERSONS SERVED: All persons needing financial assistance who qualify as follows:

Blind Assistance - 18 yrs of age or older
Resident of state one year continuous and immediately preceding application or lost eye sight while a resident of state. Eye Treatment may be given to children less than 18; if the child is actually living in the state.
Assistance to the Disabled - 18 yrs. of age or older. Resident of State three of last nine years with one year continuous and immediately preceding application. Disease or impairment of a permanent nature which impairs gainful employment.
Services for Crippled Children - Child must be totally or partially incapacitated because of a congenital physical defect or acquired disability, less than 21 years of age, and whose family is unable to pay for medical treatment and care.

MARION COUNTY DEPT. OF PUBLIC WELFARE (cont.)

Child Welfare Service - These services are available to dependent and neglected children and their parents, families whose children are in need of foster care, parents who have a child out of wedlock, natural parents, children and adoptive parents in adoption cases, parents and children who are concerned about behavior problems.

Day Care - Available to the parent who wishes care for his child when it is necessary to be away from the home for employment. Or, when illness prevents the mother from providing all day care for her child.

APPLICATION: Contact office

FEES: None

WAITING LIST: None

PURPOSE: To provide welfare services to all persons who meet eligibility requirements (description above).

MARION COUNTY HEART ASSOCIATION

615 North Alabama St.

Indpls, In. 46204 634-3433

ASSISTED: Marion County

PERSONS SERVED: Persons requesting educational materials concerning Heart Disease and Cardiac patients of all ages.

APPLICATION: Contact office

FEES: None

PURPOSE: A voluntary health agency concerned with the conquest of heart disease. Primary objective is to promote and support extensive research in the cardiovascular field. Conducts lay and professional education programs for the cardiovascular patient. Community services include information and referral and rehabilitation counseling for cardiac patients. Free films, speakers, and educational pamphlets are available. Educational materials are available concerning Rheumatic Fever, Congenital Heart Disease, and abnormal heart sound.

MARION COUNTY TUBERCULOSIS AND RESPIRATORY DISEASE ASSOC. (cont.)

PURPOSE: The Marion County Tuberculosis and Resperatory Disease Association operates the Julia Jameson Nutrition Camp located 7 miles west of Indpls, near Bridgeport to improve and conserve the health of children of low physical vitality. 7½ week camping period offers well-balanced meals and ample rest with regularity. Campers enjoy dramatics, singing swimming, fishing, land sports, cook-outs, picnics, campfires, campcrafts, nature lore and handicrafts. A registered nurse supervises the children's health during the camp session. A physician is on call.

MEDICAL CENTER, INDIANA UNIVERSITY

see Indiana University Medical Center

MENTAL HEALTH ASSOCIATION

see Marion County Association for Mental Health

METHODIST HOSPITAL

1604 N. Capitol
Indpls. In. 46207 924-6411

AGES SERVED: No limit
TYPES SERVED: Private patients of private physicians.
Clinic service for medically indigent persons including all classifications of pediatric medical and surgical care. There are some limitations in the clinic services as the professional services are limited to those areas in which the hospital operates a graduate medical education program. Opthalmology and Psychiatric problems are handled for private patients only.
APPLICATION: Referral by private physician or contact Social Service Dept. of Hospital for Clinic service.
FEES: Specific fees for specific services.
WAITING LIST:
PURPOSE: Non-profit general hospital.

MARION COUNTY MUSCULAR DYSTROPHY FOUNDATION
615 N. Alabama St.
Indpls, In. 46204 634-4311

AREA SERVED: Marion, Hendricks, Decatur and Tipton Counties.
PERSONS SERVED: Persons of all ages who are victims of Muscular Dystrophy.
APPLICATION: Contact office. No specific application procedures except written statement from family physician that the patient is a victim of Muscular Dystrophy, and also in writing from the physician any device or treatment if the Foundation is called upon for direct aid.
FEES: None. For direct aid, the Foundation and the parents or adult patients arrive at a suitable share.
WAITING LIST: None
NURSE: Provides diagnostic service, clinical and rehabilitation service, parental counseling, recreation programs, transportation as needed and financial assistance to Muscular Dystrophy patients. The Foundation also supports research at the Indiana Neuromuscular Research Laboratory, Indpls., and publishes a guidebook "Navigation Unlimited" for people who are stopped by steps (available upon request.)

MARION COUNTY TUBERCULOSIS AND RESPIRATORY DISEASE ASSOCIATION
GLEN GAESSER NUTRITION CAMP
615 N. Alabama St.
Indpls, In. 46204 635-4538

AREA SERVED: Marion County
PERSONS SERVED: Children with low physical vitality age 7-13
APPLICATION: Self-referral. Contact office, or referral by public health nurse at school.
FEES: The full fee is $175.00 for 7½ week camping period. Families pay according to means.
WAITING LIST: Children selected according to need.

MULTIPLE SCLEROSIS NATIONAL SOCIETY, INDIANA CHAPTER
615 N. Alabama St.
Indpls, In. 46204 634-8796

AREA SERVED: Indiana
PERSONS SERVED: All persons with Multiple Sclerosis or any closely related disease.
APPLICATION: Clinic patients should have their physician send a letter stating their diagnosis and their need for admittance to I. U. Medical Center, Indpls, In.
FEES: The fee for the M.S. Clinic is $8.50. Additional charges may be made for services in other clinics, the X-ray Dept., the Laboratories, or the Physical or Occupational Therapy Depts. If the patients are unable to pay, financial assistance is available through the Society.
EQUIPMENT LIST: For some types of equipment.
PURPOSE: To find the cause and a cure for Multiple Sclerosis and to bring aid to the MS patients and their families. Operates the MS clinic, I. U. Medical Center, an out-patient clinic for examination, evaulation and possible treatment of Multiple Sclerosis. The chapter loans equipment such as wheel chairs, hospital beds and walking aids when a letter is received in the office from the physician stating the patients' needs. No electrial equipment is furnished. Members of the staff also are available for consultation with the patients or their families on any of their problems. Provides recreation programs for MS Patients.

MUSCULAR DISTROPHY ASSOCIATION OF AMERICA, INC.
3716 N. Sherman Dr.
Indpls, In. 46218 545-4654

AREA SERVED: Indiana
PERSONS SERVED: Victims of Neuromuscular and related diseases.
APPLICATION: Contact office
FEES: None

MUSCULAR DYSTROPHY ASSOCIATION OF AMERICA, INC. (cont.)

PURPOSE: Offers, counseling, diagnostic service, clinical and rehabilitation service. Provides orthopedic appliances prescribed by physician and therapy where required. Sponsors clinic at General Hospital.

MUSCULAR DYSTROPHY FOUNDATION

see Marion County Muscular Dystrophy Foundation

NATIONAL FOUNDATION-MARCH OF DIMES, MARION COUNTY CHAPTER
834 Broad Ripple Ave.
Indpls, In. 46220 253-1261

AREA SERVED: Marion County
PERSONS SERVED: Those with Birth Defects, through age 18, unable to receive support from any other public or private agency, and financial need as determined by Executive Committee of Chapter.
APPLICATION: Contact office for application for assistance form and interview in the home by a member of the patient services committee. Referral to Birth Defects Clinic must be made by physician.
FEES: None, except Clinic fee, $8.50.
WAITING LIST: None
PURPOSE: Indiana Chapters support the Birth Defects Treatment Center at Riley Hospital which offers a research program, and psychological and physical therapy treatment. Financial assistance is available.

MARION COUNTY GENERAL HOSPITAL

No response to questionnaire.

NATIONAL HEMOPHILIA FOUNDATION

No response to questionnaire.

NEUROLOGY CLINIC, RILEY HOSPITAL

see Pediatric-Neurology Clinic, I. U. Medical Center

NOLL SCHOOL

see Marion County Association for Retarded Children

NOLL WORK ACTIVITY CENTER

752 E. Market St., 3rd Floor
Indpls, In. 46202 636-1020

AREA SERVED: Marion County
PERSONS SERVED: Mentally retarded age 16 yrs. and up that are able to handle their activities of daily living.
APPLICATION: Contact office. Referrals are accepted from all sources. Formal requirements include a social history, medical history and examination and a psychological exam.
FEES: Yes, on sliding scale, generally sponsored by Division of Vocational Rehabilitation.
WAITING LIST: Not at this time.
PURPOSE: To provide vocational evaluation, work adjustment, sheltered employment and placement services to the mentally retarded. Transportation available.

OPTOMETRIC ASSOCIATION

see Indiana Optometric Association, Inc.

PAROCHIAL SCHOOLS (ROMAN CATHOLIC)

see St. Mary's Child Center

PASTORAL CARE AND COUNSELING CENTER

see Indpls. Pastoral Care and Counseling Center

PSYCHIATRIC CLINIC, I. U. MEDICAL CENTER

1100 W. Michigan St.
Indpls, In. 639-7122

AREA SERVED: Indiana

PEDIATRIC CLINIC, I. U. MEDICAL CENTER (cont.)

PERSONS SERVED: Children up to age 16
APPLICATION: Contact clinic. Patient must have physician's referral.
FEES: Regular clinic fee $8.50
WAITING LIST: None
PURPOSE: The Pediatric clinic is a follow-up clinic for numerous medical problems.

PEDIATRIC-DIAGNOSTIC CLINIC, I. U. MEDICAL CENTER
110 W. Michigan St.
Indpls, In 46204 639-7122

AREA SERVED: Children up to age 16
APPLICATION: Contact clinic. Patient must have Physician's referral.
FEES: Regular clinic fee $8.50
WAITING LIST: None
PURPOSE: Complete Pediatric-diagnostic service. Guides patients to appropriate specific clinics of Indiana University Medical Center.

PEDIATRIC-NEUROLOGY CLINIC, I. U. MEDICAL CENTER
110 W. Michigan
Indpls, In. 46202 639-8747

AREA SERVED: State of Indiana
PERSONS SERVED: All children in State up to 16 referred by physician.
FEES: $8.50 clinic fee or referral to agency for financial assistance.
WAITING LIST: Yes
PURPOSE: Complete diagnostic service for children up to 16 yrs of age who are physically or mentally handicapped or with learning disabilities, such as dyslexia. Also serves the multiple handicapped. This is a teaching and research clinic within a medical school and

PEDIATRIC-NEUROLOGY CLINIC (cont.)

PURPOSE: (cont.) children's hospital setting. Diagnosis, clinical service and counseling are offered.

PERRY TOWNSHIP SCHOOLS

see School District, Metro., Perry Twp.

PIKE TOWNSHIP SCHOOLS

see School District, Metro., Pike Twp.

POTTER SCHOOL, THEODORE H.

see School City of Indpls.

PRE-SCHOOL CENTERS, INC.

No response to questionnaire

PUBLIC HEALTH NURSING BUREAU, DIVISION OF PUBLIC HEALTH
City-County Bldg., Room 1760
Indpls, In. 46204 633-3270

AREA SERVED: Marion County
PERSONS SERVED: Those needing help with obtaining medical supervision and the necessary rehabilitation and guidance.
APPLICATION: Call office.
FEES: None
WAITING LIST: None
PURPOSE: Public health nurses are available for home visiting to those families needing medical and health supervision in any area. For the mentally retarded or physically handicapped the objectives are to:

1. Give supportive care to the families of these children and to help them accept the situation realistically.

2. Help to stimulate an insentive in the retarded child to develop independence in caring for his basic personal needs.
3. Help the parents to give the child a feeling of accomplishment so that, although he is slow, he may be able to do much that the normal child can do.
4. Guide parents toward the use of the available community services.

PUBLIC WELFARE

see Marion County Dept. of Public Welfare

RETARDED CHILDREN ASSOCIATION

see Marion County Association for Retarded Children

RILEY CHILD GUIDANCE CLINIC, I. U. MEDICAL CENTER
110 W. Michigan St.
Indpls, In. 46202 639-8162

AREA SERVED: All counties in the State of Indiana which do not have Mental Health Out-Patient facilities serving children.
PERSONS SERVED: All children from birth to 18 yrs. of age.
APPLICATION: Family physician, agency, etc. may call clinic and ask for application. Self-referral; Child must have a physician who will give a report on physical examination of child.
FEES: Yes. Fee schedule is set by the I. U. Medical Center and determined by income.
WAITING LIST: Yes. The waiting list varies but usually is less than six months.
PURPOSE: Offers diagnostic service and counseling for children with behavioral disorders. The child Guidance Clinic is the out-patient psychiatry training center at Indiana University Medical Center. Therefore, all families seen in the clinic are teaching cases, training in the field of child-family mental health for social workers, psychologists, psychiatrist, physicians and nurses.

RILEY CLINICS

see: Cerebral Palsy Clinic, I. U. Medical Center
Epilepsy Clinic, I. U. Medical Center
Pediatric Clinic, I. U. Medical Center
Pediatric-Diagnostic Clinic, I. U. Medical Center
Pediatric-Neurology Clinic, I.U. Medical Center
Riley Child Guidance Clinic, I. U. Medical Center
Social Service, Riley Hospital, I. U. Medical Center

RILEY HOSPITAL FOR CHILDREN

1100 W. Michigan St.
Indpls, In. 46202 635-8431

AREA SERVED: State of Indiana
PERSONS SERVED: Children through age 16
APPLICATION: Child must be referred by a physician to I. U. Medical Center Admissions office.
FEE: Yes, according to service rendered. Clinic fee is $8.50
WAITING LIST: Yes
PURPOSE: To provide comprehensive diagnostic and treatment services to the children of Indiana on referral of their physician. Also numerous clinics for specific illnesses. Clinics offer diagnosis, rehabilitation and parental counseling for all types of physical, emotional and mental problems.

RILEY MEMORIAL ASSOCIATION, CAMP RILEY

129 E. Market St.
Indpls, In. 46204 634-4474

AREA SERVED: Indiana
PERSONS SERVED: Physically handicapped
APPLICATION: Contact office. Must have recommendation of physician.
FEES: Yes. Camperships are available
WAITING LIST: None
PURPOSE: Provides camping program for physically handicapped children at Bradford Woods, 6 miles North of Martinsville on Route 67. Three, two week sessions are held.

ROBERTS SCHOOL, JAMES E.
See School City of Indpls.

ST. MARY'S CHILD CENTER, INC.
311 N. New Jersey St.
Indpls, In. 46204 631-3265

AREA SERVED: Unlimited
PERSONS SERVED: Child must usually be able to come to Center.
APPLICATION: Self-referral by telephone.
FEES: Set per professional hour. Adjustments made on the basis of income and number of children in family.
WAITING LIST: Application and appointments will be arranged within eight days. Emergencies handled immediately. If referral is inappropriate, assistance will be given to secure proper service.
PURPOSE: To uncover and diagnose any problems of children; to counsel parents, secure appropriate help, to design remediation, program and plan for the child's future with the parent. It is a psych-educational clinic also providing pre-school services for any mentally handicapped child, sensory motor programming, remedial therapy for the educationally handicapped and parent group guidance in child development. Assistance is given in curriculum planning.

SCHOOL CITY OF BEECH GROVE
1248 Buffalo St.
Beech Grove, In. 784-1323

AREA SERVED: Beech Grove
PERSONS SERVED: Children must have no severe physical handicaps or serious behavioral problems.

Mentally Handicapped - less than 80 I.Q.

Elementary educable mentally retarded - age 7-12

Provides speech and hearing therapist, psycological testing, counseling of parents and appropriate educational program

SCHOOL CITY OF BEECH GROVE (cont.)

Junior High educable mentally retarded - age 12-18
Provides psycological testing, counseling of parents, employment counseling and appropriate educational program

APPLICATION: Must be testing by a psychologist or psychometrist and referred to the school.
FEES: None
WAITING LIST: None
PURPOSE: To provide a public school education.

SCHOOL CITY OF INDIANAPOLIS
120 E. Walnut Street
Indianapolis, In. 46204 634-2381

AREA SERVED: City of Indpls. Some students are transferred from other school districts to Special Education classes in the Indpls. Public Schools.
PERSONS SERVED:

Physically Handicapped - age 5-21
James E. Roberts School serves the orthropedically handicapped, epileptic, asthmatic and children with major heart disorders. Children with physical handicaps accompanied by learning disabilities, speech handicaps or mental handicaps in the educable mentally retarded I.Q. range may be accepted at Roberts School if the child is able to benefit from the scholastic programs offered. Roberts School provides a speech and hearing therapist, physical therapists, occupational therapist, counseling of parents, psycological testing, full-time registered nurse, once-a-month I.U. Medical Center clinic, appropriate educational program, dental service and transportation. Employment counseling is handled by the State Vocational Rehabilitation office.

FEES: None
APPLICATION: Contact Director of Special Education. Letter of referral by family physician is required.
WAITING LIST: Physically handicapped - None
Multiple handicapped - Yes

SCHOOL CITY OF INDIANAPOLIS (cont.)

Mentally Handicapped

Elementary Educable Mentally Retarded

Provides speech and hearing therapist, counseling of parents, psycological testing, appropriate educational program and transportation, when needed. If retardation is accompanied by a major physical handicap, the child is provided transportation to Roberts School.

FEES: None
APPLICATION: Contact Director of Special Education
WAITING LIST: Yes

Jr. High Educable Mentally Retarded - age 13 - 15.
Provides speech and hearing therapist, counseling of parentsm. psycological testing, appropriate educational program and transportation to School # 17, # 26 or Harry E. Wood High School.

Secondary Educable Mentally Retarded - age 15 and up.
Provides psychological testing, counseling of parents, appropriate educational program, vocational and occupational training, employment counseling, recreational program and transportation to Harry E. Wood High School, Crispus Attucks High School or Arsenal Technical High School. Harry E. Wood High School also offers a work-study program. If retardation is accompanied by a major physical handicap, the child is provided transportation to appropriate placement.

FEES: None
APPLICATION: Contact Director of Special Education
WAITING LIST: Yes

Trainable Mentally Retarded - who are ambulatory, toilet trained and have at least some degree of competence in self-care.
Provide speech and hearing therapist, psychological testing, counseling of parents, appropriate educational program and transportation.

SCHOOL CITY OF INDIANAPOLIS (cont.)

Trainable Mentally Retarded (cont.)

FEES: None

APPLICATION: Contact Director of Special Education

WAITING LIST: Yes

PURPOSE: To develop in the child the highest degree of social competence, responsibility, self-care, self-respect, vocational skills that is possible so the child may live in his community comfortably.

Emotionally Disturbed

Provides itenerant speech and hearing therapist, psychological testing, counseling of parents, appropriate educational program, physical education and transportation, if needed, to special class placement. Children are usually referred by or also attending outside child guidance clinic. This is a short term program. The child is expected to return to regular classroom in 1 or 2 years. A resource teacher is available in some buildings to assist the emotionally disturbed in staying within the regular school program.

FEES: None

APPLICATION: Contact Director of Special Education

WAITING LIST: Yes

Vision Handicapped (20/70 loss in better eye after correction)

Provides speech and hearing therapist, psychological testing, counseling of parents, appropriate educational program, physical education and transportation. Age 6-15 - School 74 (T. H. Potter School)

Age 15 and up - Tech High School. This is a continuation of above program. Special teacher is provided to assist in regular classes.

FEES: None

APPLICATION: Contact Director of Special Education

Partially sighted child must be examined by an opthalmologist and recommended for special classes.

WAITING LIST: Yes

Hearing Handicapped -

with a 40-45 decibel loss all the way across or 50 decibel loss at two upper or two lower frequencies.

Provides speech and hearing therapist, psychological testing, counseling of parents, appropriate educational program, physical education and transportation.

FEES: None

APPLICATION: Contact Director of Special Education

Hard of hearing child must be examined by an otologist and recommended for special classes.

WAITING LIST: Yes

Other Special Services:

Periodic Hearing Screening is provided for all children attending Indpls. Public Schools.

Psychological testing is available to all.

Speech and Hearing therapy is available to all.

Homebound teachers are provided for children under a doctor's care who will be unable to attend school for a period of 8 weeks or more. The homebound teacher visits the child's home one hour a day, 5 days a week.

School-Home Telephone Teaching is provided for High School students if the situation warrants.

General Hospital and T.B. patients are taught by full-time teachers on an elementary and High School level.

Riley Hospital patients, elementary and High School level are taught by full time teachers. Bedside teaching and ½ day classroom programs are both available.

Marion County Juvenile Detention Center children are provided an educational program, mostly remedial in nature, on an elementary and High School level.

Gifted Classes are provided by the Indpls. Public Schools in many schools throughout the city.

SCHOOL CORP., FRANKLIN TOWNSHIP COMMUNITY

8809 Southeastern Ave.

Indpls. In. 46239 862-6646

SCHOOL CORP., FRANKLIN TOWNSHIP COMMUNITY (cont.)

AREA SERVED: Franklin Township, Marion County
PERSONS SERVED: Children age 6-21

Physically Handicapped

Provides psychological testing, pays tuition and provides transportation to Indpls. Public Schools (Roberts School).

Mentally Handicapped- I.Q. 50 and above

Elementary Educable Mentally Retarded

Provides speech and hearing therapist, counseling of parents, appropriate educational program and transportation to Wanamaker School (1 class).

Junior High Educable Mentally Retarded

Provides speech and hearing therapist, counseling of parents, appropriate educational program and transportation to Franklin Twp. Junior High School (1 class).

Secondary educable mentally retarded

Provides speech and hearing therapist, work-study program, counseling of parents, appropriate educational program, vocational training, employment counseling and transportation to Franklin High School.

Vision Handicapped

and

Hearing Handicapped

Provides speech and hearing therapist and counseling of parents.

Speech Handicapped

Provides speech and hearing therapist, counseling of parents, appropriate educational program and transportation.

APPLICATION: Personal contact
FEES: None
WAITING LIST: Yes
PURPOSE: To provide a public school education.

SCHOOL DISTRICT, METRO, DECATUR TWP.
7523 Mooresville Road
West Newton, Indiana 46183 856-5265

AREA SERVED: M.S.D. Of Decatur Twp.
PERSONS SERVED: Age 6-15 in special classes.

Mentally Handicapped

Elementary educable mentally retarded
Provides speech and hearing therapist, psychological testing, appropriate educational program and transportation to West Newton School (2 classes)

Junior High educable mentally retarded
Provides speech and hearing therapist, psychological testing, appropriate educational program and transportation to Decatur Junior High School (1 class).

Speech Handicapped

Provides speech and hearing therapist.

APPLICATION: Contact office.
FEES: None
WAITING LIST: Usually
PURPOSE: Public School Education

SCHOOL DISTRICT, METRO., LAWRENCE TWP.
7601 E. 56th St.
Indpls., In. 46226 545-5308

AREA SERVED: M.S.D. of Lawrence Township
PERSONS SERVED: Children age 7-16, able to attend school and care for personal needs.

SCHOOL DISTRICT, METRO., LAWRENCE TWP. (cont.)

Physically Handicapped

Provides psychological testing, pays tuition and provides transportation to Indpls. Public Schools (Roberts School)

Mentally Handicapped - I.Q. 50 to 79

Elementary Educable mentally retarded

Provides speech and hearing therapist, counseling of parents, psychological testing, appropriat educational program and transportation to Harrison Hill School.

Junior High educable mentally retarded

Provides speech and hearing therapist, counseling of parents, psychological testing, appropriate educational program and transportation to Belzer Junior High.

Secondary educable mentally retarded

Provides speech and hearing therapist, counseling of parents, psychological testing, appropriate educational program, work-study program and transportation to Lawrence Central High School.

Speech Handicapped

Provides speech and hearing therapist, counseling of parents, psychological testing and appropriate educational program.

APPLICATION: Contact office
FEES: None
WAITING LIST: None
PURPOSE: To provide a public school education.

SCHOOL DISTRICT, METRO., PERRY TWP.
1130 E. Epler Ave.
Indpls, In. 787-7231

AREA SERVED: M.S.D. of Perry Twp.

SCHOOL DISTRICT, METRO., PERRY TWP. (cont.)

PERSONS SERVED: Children age 6-21

Mentally Handicapped

Elementary and Junior High educable mentally retarded

Provides speech and hearing therapist, counseling of parents, psychological testing, appropriate educational program and transportation to McArthur School or Southport Elementary School.

Secondary Educable mentally retarded

Provides speech and hearing therapist, counseling of parents, psychological testing, appropriate educational program, employment counseling and transportation to Southport High School or Perry East.

Trainable Mentally Retarded

Provides diagnostic psychological testing.

Behaviorally Disordered

Provides psychological testing.

Learning Disabled

Provides psychological testing, pays tuition and provides transportation to Indpls. Public Schools (School # 5).

Speech Handicapped

Provides parental counseling, diagnostic service and appropriate educational program in regular classroom with itenerant speech and hearing therapist.

All children served in Perry Twp. School's educational programs must be continent and have at least an educable mentally retarded I.Q..

PERRY TOWNSHIP (cont.)

APPLICATION: Contact office, no referral necessary
FEES: None
WAITING LIST: Yes
PURPOSE: To provide a public school education.

SCHOOL DISTRICT, METRO., PIKE TWP.
6901 Zionsville Road
Indpls, In. 293-0393

AREA SERVED: M.S.D. of Pike Twp.
PERSONS SERVED: Children age 5-21

Physically Handicapped

Provides psychological testing, educational placement, and transportation.

Mentally Handicapped

Elementary educable mentally retarded

Provides speech and hearing therapist, counseling of parents, psychological testing, appropriate educational program and transportation to Lincoln Junior High.

Junior High educable mentally retarded

Provides counseling of parents, psychological testing, appropriate educational program, employment counseling, vocational training and transportation to Pike High School.

Secondary educable mentally retarded

Provides counseling of parents, psychological testing, appropriate educational program, employment counseling, vocational training, work-study program and transportation to Pike High School.

Learning Disabled (potential drop-outs) High School age. Provides counseling of parents, psychological testing, appropriate educational program, work-study program and transportation to Pike High School.

Vision Handicapped

Provides speech and hearing therapist, counseling of parents, transportation and special materials for use in regular classroom. (1 class).

Hearing Handicapped

Provides psychological testing, educational placement and transportation.

APPLICATION: Contact Director of Special Services office.

FEES: None

WAITING LIST: Only in the area of speech handicapped within Pike Township Schools.

PURPOSE: To provide a public school education.

SCHOOL DISTRICT, METRO., WARREN TWP.
1220 S. High School Road
Indpls, In. 898-5935

AREA SERVED: M.S.D. of Warren Twp.

PERSONS SERVED: Children age 6-21

Mentally Handicapped

Elementary educable mentally retarded

Provides speech and hearing therapist, counseling of parents, psychological testing, appropriate educational program and transportation to Hawthorne School (2 classes).

Junior High educable mentally retarded

Provides speech and hearing therapist, counseling of parents, psychological testing, appropriate educational program and transportation to Creston Junior High School (1 class).

Secondary educable mentally retarded

Provides speech and hearing therapist, counseling of parents, psychological testing, appropriate educational program and transportation to Woodview School (1 class).

Trainable mentally retarded

Provides speech and hearing therapist, counseling of parents, psychological testing, appropriate educational program and transportation to Grassy Creek School.

Behaviorally Disordered

Provides psychological testing.

Learning Disabled

Provides psychological testing.

APPLICATION: Contact Director of Special Education
FEES: None
WAITING LIST: Varies
PURPOSE: To provide a public school education.

SCHOOL DISTRICT, METRO., WASHINGTON TWP.
1605 E. 86th St.
Indpls, In. 46240

AREA SERVED: M.S.D. of Washington Twp.
PERSONS SERVED: Children age 5-21

Mentally Handicapped

Elementary educable mentally retarded

Provides speech and hearing therapist, counseling of parents, psychological testing, appropriate educational program and transportation to Crooked Creek School or Nora School.

Junior High educable mentally retarded

Provides speech and hearing therapist, work-study program, psychological testing, counseling of parents, appropriate educational programs and transportation to Northview School.

Secondary educable mentally retarded

Provides speech and hearing therapist, work-study program, psychological testing, counseling of parents, appropriate educational programs and transportation to North Central H.S.

Washington Twp. (cont.)

Trainable mentally retarded

Provides psychological testing and counseling of parents, psychological testing, appropriate educational program and transportation to Washington Township Training Center.

Behaviorally Disordered

Provides psychological testing and counseling of parents.

Learning Disabled

Provides speech and hearing therapist, counseling of parents, psychological testing, appropriate educational program and transportation to Grandview School or Nora School.

Speech Handicapped

Provides speech and hearing therapist, counseling of parents, psychological testing, and appropriate educational program.

APPLICATION: Contact Director of Special Education office for psychological evaluation and physical examination.

FEES: None

WAITING LIST: None

PURPOSE: To provide a public school education.

SCHOOL DISTRICT, METRO., WAYNE TWP.
1120 S. High School Road
Indpls, In. 46241 244-2478

AREA SERVED: Kindergarten through High School age children

Physically Handicapped

Provides psychological testing, educational placement and transportation.

Mentally Handicapped

Elementary Educable mentally retarded

Provides speech and hearing therapist, counseling of parents, psychological testing, appropriate educational program and transportation to Sanders, Maplewood, Drexal Garden or McClelland Schools.

Wayne Twp. (cont.)

Junior High educable mentally retarded

Provides counseling of parents, psychological testing, appropriate educational program, employment counseling, and transportation to Fulton or Ben Davis Junior High School.

Secondary educable mentally retarded

Provides work-study program, counseling of parents, psychological testing, appropriate educational program, employment counseling, vocational training and transportation to Ben Davis High School.

Learning Disabled

Provides speech and hearing therapist, counseling of parents, psychological testing, appropriate educational program and transportation to Drexel Garden School.

Vision Handicapped

and

Hearing Handicapped

Provides psychological testing, educational placement and transportation.

Speech Handicapped

Provides speech and hearing therapist, counseling of parents, psychological testing, and appropriate educational program.

APPLICATION: Contact Director of Special Education
FEES: None
WAITING LIST: In some cases
PURPOSE: To provide a public school education.

SCHOOLS, SPEEDWAY TOWN
5735 W. 25th St.
Speedway, In. 46224 244-0236

AREA SERVED: Town of Speedway
PERSONS SERVED:

Mentally Handicapped

Elementary educable mentally retarded - age 6-12

Provides speech and hearing therapist, counseling of parents and appropriate educational program at Fisher School.

Speedway (cont.)

APPLICATION: Contact Superintendent's office.
FEES: None
WAITING LIST: None
PURPOSE: To provide a public school education.

SOCIAL SECURITY ADMINISTRATION
2000 N. Meridian St.
Indpls, In. 46202 633-7157

AREA SERVED: Boone, Hendricks and Marion Counties
PERSONS SERVED: Adults insured by Social Security, children under age 18 of persons receiving Social Security benefits, and disabled children over age 18 provided their parent is retired, deceased or disabled and receiving benefits.
APPLICATION: Contact Social Security office.
FEES: None
WAITING LIST: None
PURPOSE: To provide financial assistance in the form of monthly benefits to persons described above.

SOCIAL SERVICE DEPARTMENT, RILEY HOSPITAL, I. U. MEDICAL CENTER
1100 W. Michigan St.
Indpls, In. 46204 635-8431

AREA SERVED: Indiana
PERSONS SERVED: Families of children served by I.U. Medical Ctr.
APPLICATION: Contact office. Clinic patients must have physician's referral.
FEES: None
WAITING LIST: None
PURPOSE: Offers counseling of parentsof children attending I.U. Medical Center clinics. Serves as liaison between I.U. clinics and other community services.

SPEECH AND HEARING CENTER

see Indianapolis Speech and Hearing Center

SPEEDWAY SCHOOLS

see School, Speedway Town

SYCAMORES, INC.
3130 Sutherland Ave.
Indpls, In. 46202 925-4622

AREA SERVED: Primarily state of Indiana. Some out of state referrals are accepted.
PERSONS SERVED: Mentally retarded and physically handicapped - 16 years and older.

Physical requirements: Presently: complete ambulatory with at least partial sight. Must be able to participate in group living by possessing ability to care for their own needs including room care, dressing, bathing and cooking.

Mental requirements: Mildly and moderately retarded or handicapped who are eligible for Vocational Rehabilitation, sheltered workshop employment or community employment.
All persons must show potential for moving from the sheltered residence within at least 2 years to independent living in the community or to their own family homes.
APPLICATION: Most cases must be referred to us by a vocational rehabilitation agency such as Crossroads, Goodwill, or Noble sheltered workshop. Direct applications are accepted from those who are employed within the community.
FEES: Standard board and care fee - $200.00 a month per person.
WAITING LIST: No, not presently.
PURPOSE: The Sycamores, Inc., is a "home-like" small group residential facility for 20 mentally and physically handicapped. The program is designed to offer training in group meal preparation, personnal hygiene, and household chores. Recreation and parental counseling is available when it is related to residential care.

TAYLOR FOUNDATION, INC.
6 East Washington St.
Indpls, In. 635-5679

AREA SERVED: Mainly Indiana
PERSONS SERVED: Age 4 through adult who are ambulatory and have at least average mental ability but who are under-achievers.
APPLICATION: Contact office for appointment for evaluation.
FEES: Yes, on ability to pay.
WAITING LIST: None
PURPOSE: Works with the under-achiever. This generally includes neurological disfunction, visual problems and emotional problems. Work is done with children during school time as well as after school and on Saturday to give the individual skills he lacks and return him to classes better prepared toachieve.

TECHNICAL INSTITUTE, MALLORY
See Indiana Vocational Technical College

TUBERCULOSIS ASSOCIATION
see Marion County Tuberculosis and Respiratory Disease Assoc.

UNITED CEREBRAL PALSY OF CENTRAL INDIANA, INC.
615 N. Alabama St.
Indpls, In. 46204 634-4311

AREA SERVED: Marion County (clinic service)
State of Indiana (counseling, etc.)
PERSONS SERVED: Any person regardless of age who has Cerebral Palsy.
APPLICATION: Contact office. A doctors referral is necessary for admittance to clinic.
FEES: No charge if parents cannot meet costs. Fees are charged only for specific special services.
PURPOSE: To assist the Cerebral Palsied child or adult wherever and whatever his needs, through diagnosis, clinical and rehabilitation service, parental counseling, educational programs, employment counseling, recreational programs, transporation and financial assistance.

VISITING NURSE ASSOCIATION OF INDIANAPOLIS
615 N. Alabama St.
Indpls, In. 46204 635-8501

AREA SERVED: Marion County
PERSONS SERVED: Persons of any age who 1) is under medical supervision and his physician reviews orders each two months: and 2) the family must live within Marion County. The physician may be private or clinic-centered.
APPLICATION: Anyone may request a visit. The nurse calls once then contacts physician for further directions.
FEES: Full fee is $6.00 per visit. If over one hour an additional $1.00 per each 15 minutes is charged. For those who cannot pay the fee is adjusted and nursing care will be given.
WAITING LIST: None
PURPOSE: The Visiting Nurse Association provides hourly nursing service in the home. Under physicians orders, the visiting nurse will perform such duties as give injections, apply surgical dressings, or give special treatments, give bed baths, assist in rehabilitation of handicapped persons, give nutritional instruction and health guidance.

VOCATIONAL REHABILITATION DIVISION, IND. STATE BOARD OF VOCATIONAL AND TECHNICAL EDUCATION
701 Illinois Bld.
17 W. Market St.
Indpls, In. 46204 633-6831

AREA SERVED: Central Indiana
PERSONS SERVED: All handicapped persons age 16 andup.
APPLICATION: Contact office
FEES: Tuition free. Other services, fees charged according to need.
WAITING LIST: None
PURPOSE: Serves all handicapped persons by preparing them to become employed and earn a living. Provides diagnostic service, clinical and rehabilitation service, educational programs, vocational training, sheltered workshops, transporation, financial assistance, employment counseling, and parental counseling. Tuition is provided free.

VOCATIONAL TECHNICAL COLLEGE
see Indiana Vocational Technical College

WARREN TOWNSHIP SCHOOLS
see School District, Metro, Warren Twp.

WASHINGTON TOWNSHIP SCHOOLS
see School District, Metro., Washington Twp.

WAYNE TOWNSHIP SCHOOLS
see School District, Metro., Wayne Twp.

WEIR COOK DIVISION, IND. VOCATIONAL TECHNICAL COLLEGE
see Indiana Vocational Technical College

YOUNG MEN'S CHRISTIAN ASSOCIATION OF INDPLS.
310 N. Illinois St.
Indpls, In. 46204 635-5431

AREA SERVED: Central Indiana
PERSONS SERVED: Unlimited
APPLICATION: Contact office.
FEES:
WAITING LIST: None
PURPOSE: Offers a spiritual, educational and recreational program for all youth and their families. Swimming is available for all handicapped persons.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION OF INDPLS.
329 N. Penn. St.
Indpls, In. 46204 635-5471
AREA SERVED: Central Indiana
PERSONS SERVED: Unlimited
APPLICATION: Contact office
FEES:
WAITING LIST: None
PURPOSE: Offers a spiritual, educational and recreational program for purpos all girls and women. Swimming is available for all handicapped persons.

A GENERAL OVERVIEW
of the
INSTRUCTIONAL PROGRAM

GRADES KINDERGARTEN-EIGHTH

Indianapolis Public Schools
Division of curriculum and Supervision

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KINDERGARTEN

LANGUAGE ARTS

Teacher's Materials:

Kindergarten - A Guide for Teachers, Curriculum Bulletin No. 25
Language Learnings
Speech Improvement for Kindergarten
Phonics in the Language Arts Program, Kindergarten Through Grade 3, Curriculum Bulletin No. 69, 1963
Creative Writing, K - 12, A Supplement to the Language Arts Guides for Teachers, Curriculum Bulletin Nos. 33-36S, 1963
When They Are Five - Teacher's Manual and Charts (Health and Safety)
Science is Wondering - Teacher's Manual and Charts
Picture Sets
- Domestic Animals
- Birds at Home

Areas of Learning:

Developing language power
Listening and concentrating
Appreciating literature and pictures at own level
Dramatizing stories and phases of daily living
Developing conceptual background
Pre-reading skills

SOCIAL STUDIES

Teacher's Materials:

Kindergarten - A Guide for Teachers, Curriculum Bulletin No. 25
When They Are Five - Teacher's Manual and Charts (Health and Safety)
Curriculum Guide to Social Studies, Grades K - 6, Indiana Department of Public Instruction
Picture Set
- Domestic Animals

Areas of Learning:

General Theme - Living and Working Together

Unit I	Living and Working With Other Children
Unit II	Living and Working in Our School
Unit III	Living and Working With Our Family
Unit IV	Living in Our Country
Also:	Community Study Trips
	Special Days and Holidays

SCIENCE

Teacher's Materials:

Kindergarten - A Guide for Teachers, Curriculum Bulletin No. 25
When They Are Five - Teacher's Manual and Charts (Health and Safety)
Picture Sets
- Domestic Animals
- Birds at Home

Science Is Wondering - Teacher's Manual and Charts
_____ (Adoption 1971)

Areas of Learning:

Living Things
Earth, Sky and Water
Weather, Climate and Seasons
Simple Tools, Machines, Magnifying Glasses and Magnets
Sensory Experiences

MATHEMATICS

Teacher's Materials

Teacher's Guide for Mathematics, K-6, Curriculum Bulletin No. 87, 1969
Elementary School Mathematics Primer, Teachers' Edition, Addison-Wesley
The Big Book Primer of the Addison-Wesley Series (Chart-size pupil material)
When They Are Five - Teacher's Manual and Charts (Health and Safety-Use pictures for counting)
Open Door to Mathematics, American Book Company
Greater Cleveland Mathematics Program, Teacher's Guide for Kindergarten, SRA, Co-ordinator, Lucille McCraith

Areas of Learning:

Enumeration

Counting; recognizing and understanding numbers and numerals
Combining, separating, and completing sets of objects

Discrimination of form, position, geometric concepts

PHYSICAL EDUCATION

Teacher's Materials:

Kindergarten - A Guide for Teachers, Curriculum Bulletin No. 25
When They Are Five - Teacher's Manual and Charts (Health and Safety)

Physical Education -- continued

Areas of Learning:

Motor-perceptual activities
Active games
Color games
Number games
Quiet games
Seeing and observing games
Listening games
Singing games
Sensory games
Rhythmic activities
Rhythms through self-expression

HEALTH

Teacher's Materials:

Kindergarten - A Guide for Teachers, Curriculum Bulletin No. 25
A Guide for Health and Safety Education, Indiana Department of Public Instruction, Bulletin No. 219, 1968 Revision
Health for All - Primer (one per room)
When They Are Five - Teacher's Manual and Charts (Health and Safety) (Adoption, 1971)

Areas of Learning:

Personal hygiene
Nutrition
Communicable diseases
Healthful home and school environment
Mental health

ART

Teacher's Materials:

Kindergarten - A Guide for Teachers, Curriculum Bulletin No. 25
Art for the Very Young (one per room)

Areas of Learning:

Getting acquainted with color appropriate to this level
Exploring new means of expression
Gaining confidence and some basic skills in use of many art media such as crayons, finger paint, opaque water colors, wet clay, paper, papier-mache, wood, cloth, and others

MUSIC

Teacher's Materials:

Kindergarten - A Guide for Teachers, Curriculum Bulletin No. 25
The Kindergarten Book
Sentence Songs
More Sentence Songs
Music for Young Americans, American Book Company
_____ (Adoption, 1972)

Areas of Learning:

Appreciating and enjoying musical experiences
Experiencing the joy of singing with others
Listening intelligently and making controlled responses
Expressing creative ideas and needs through music

FIRST GRADE

LANGUAGE ARTS (150 minutes per day)

Reading	60 minutes in a.m.
Reading	60 minutes in p.m.
Written Expression, Spelling, and Handwriting	30 minutes

Reading

Teacher's Materials:

Language Arts - A Tentative Guide for Teachers in the Primary Grades, Curriculum Bulletin No. 33, 1955
Phonics in the Language Arts Program, Kindergarten Through Grade 3, Curriculum Bulletin No. 69, 1963
Creative Writing, K - 12, A Supplement to the Language Arts Guide for Teachers, Curriculum Bulletin Nos. 33-36S, 1963
Teacher's Manuals accompanying the basic textbooks

Basic Textbooks: (Assigned to pupils at appropriate learning levels)

The Macmillan Reading Program

Reading Readiness
We Begin (nonexpendable - 20 per room)

Pre-Primers
Opening Books (expendable - one per pupil)
Magic Box (20 per room)
Things You See (20 per room)
Finding Out Discovery Book to accompany Pre-Primers 1, 2, 3 (expendable - one per pupil)

Primer
Worlds of Wonder (25 per room)
Discovery Book to accompany Worlds of Wonder (expendable - one per pupil)

First Reader
Lands of Pleasure (25 per room)
Discovery Book to accompany Lands of Pleasure (expendable - one per pupil)

The Ginn Basic Readers - 100 Edition (for selected schools)

Reading Readiness
Fun with Tom and Betty
(nonexpendable - no new copies being supplied)

Pre-Primers

My Little Red Story Book (expendable - one per pupil)
My Little Green Story Book (20 per room)
My Little Blue Story Book (20 per room)
My Do and Learn Book to accompany pre-primers (one per pupil)

Primer

The Little White House (25 per room)
My Do and Learn Book to accompany The Little White House (expendable - one per pupil)

First Reader

On Cherry Street (25 per room)
My Do and Learn Book to accompany On Cherry Street (expendable - one per pupil)

Handwriting

Teacher's Materials:

Handwriting, Revised, July, 1968
Teacher's Manual accompanying the basic textbook
All teachers must teach print-script or handwriting according to grade level every day in order to maintain standards.

Basic Textbook and Materials:

Adventures in Handwriting, Grade 1 (expendable - 1 per pupil)
Paper (No. 1)
Pencils (2 per child per semester; 3 if needed)
Chalkboard, chalk, and erasers

Spelling

Basic Textbook:

My Word Book, Teacher's Guide, Grade 1

SOCIAL STUDIES (25 minutes per day)

Make plans for each unit. Choose the objectives and activities which best meet the needs of your group. Teach units in sequence.

Teacher's Materials:

Curriculum Guide in Social Studies, Grades K - 3, Indiana Department of Public Instruction, 1966
Social Studies - A Tentative Guide for Teachers in the Primary Grades, Revised, Curriculum Bulletin No. 1, 1961
Economic Supplement to the Social Studies - Grades I, II, III, IV, 1962
Primary Social Studies Calendar, 1970

Basic Textbook:

Families and Social Needs (15 per room)

Supplementary Textbooks:

Living as School Friends
Working and Playing Together

Areas of Learning:

Fall Semester

Unit I	Living and Working Together in Homes and Schools, 9 weeks
Unit II	Families, Homes, and Schools in Early America, 9 weeks

Spring Semester

Unit III	Our American Heritage, Past and Present, 4 - 6 weeks
Unit IV	Families, Homes, and Schools in Other Parts of the World, remainder of semester Selections from Japan, India, Switzerland, and countries of Africa

Holidays and historical events are observed at the appropriate dates. Supplements are available.

SCIENCE (20 minutes per day)

Teacher's Materials:

Science - A Tentative Guide for Teachers in the Primary Grades, Curriculum Bulletin No. 18, 1953
Teacher's Manual accompanying the basic textbook
Primary Science Kit (one per building)
Science Resource Units on "Earth and Universe in Space"
_____ (Adoption, 1971)

Basic Textbook:

Science for Work and Play (15 per room)
Science Near You (Supplementary)

Areas of Learning: (Approximately six weeks are required for each unit.)

Fall Semester

Unit I	Insects
Unit II	Animals
Unit III	Weather and Seasons

Spring Semester

Unit IV	Air and Water
Unit V	Earth and Universe in Space
Unit VI	Living Things - Plants

MATHEMATICS (35 minutes per day)

Teacher's Materials:

Teacher's Guide for Mathematics, K - 6, Curriculum Bulletin No. 87, 1969
Teacher's Edition of the basic textbook
Elementary School Mathematics Primer, Teachers' Edition, Addison-Wesley
The Big Book Primer of the Addison-Wesley Series (Chart-size pupil materials)

Basic Textbook:

Elementary School Mathematics 1 (expendable - one per pupil)

PHYSICAL EDUCATION, HEALTH, AND SAFETY (150 minutes per week)

Teacher's Materials

Physical Education Teaching Cycles I-VI, Grade 1 (mimeographed) Follow the outline.
A Guide for Health and Safety Education, Indiana Department of Public Instruction, Bulletin No. 219, 1968 Revision

Basic Textbook:

Health for All, Book 1 (15 per room)
_____ (Adoption, 1971)

Areas of Learning:
Four physical education classes each week (20 minutes each)
One class in health and/or safety each week (20 minutes)

ART (80 - 100 minutes per week)

Teacher's Materials:

ART - A Guide for Primary and Intermediate Teachers
Curriculum Bulletin No. 56
Art Outline, Grade 1 (mimeographed; order from art department)

Pupil's Materials:

One box of crayons per pupil per semester; plus one additional box if needed (Rental Supply Lot No. 8052)
NOTE: All crayons, Grades 1-4, are purchased from rental funds.
One watercolor box per pupil (Rental Supply Lot No. 8848 - maintain as room set)
One No. 12 brush per pupil (Rental Supply Lot No. 8028 - maintain as room set)

Areas of Learning:

Illustration and communication
Decoration and design
Color
Modeling
Lettering
Appreciation
Construction and crafts

MUSIC (100 minutes per week including chorus)

Teacher's Materials:

Music - A Tentative Guide for Vocal Music Teachers in Grades 1 and 2

Basic Textbook:

The Magic of Music, Book I (teacher's accompaniment book only)
_____ (Adoption, 1972)

Supplementary: (teacher's accompaniment book only)

Music for Young Americans, Book I
First Grade Book
Singing On Our Way

SECOND GRADE

LANGUAGE ARTS (150 minutes per day)

Reading	60 minutes in a.m.
Reading	60 minutes in [redacted]
Written Expression, Spelling, and Handwriting.....	30 minutes

Reading

Teacher's Materials:

Language Arts - A Tentative Guide for Teachers in the Primary Grades, Curriculum Bulletin No. 33, 1955
The Developmental Reading Program, A Guide for Teachers, Grades 1 - 8, Curriculum Bulletin No. 77, 1966
Creative Writing, K - 12, A Supplement to the Language Arts Guide for Teachers, Curriculum Bulletin Nos. 33-36S, 1963
Phonics in the Language Arts Program, Kindergarten Through Grade 3, Curriculum Bulletin No. 69, 1963
Teacher's Manuals accompanying the basic textbooks

Basic Textbooks: (assigned to pupils at appropriate levels of learning)

The Macmillan Reading Pro[illegible]

Level 1

Enchanted Gates, Level 1 (25 per room)
Discovery Book to accompany Enchanted Gates (expendable - one per pupil)

Level 2

Shining Bridges, Level 2 (25 per room)
Discovery Book to accompany Shining Bridges (expendable - one per pupil)

The Ginn Basic Readers - 100 Edition (for selected schools)

Level 1

We Are Neighbors, Second Reader 1 (25 per room)
My Do and Learn Book to accompany We Are Neighbors (expendable - one per pupil)

Level 2

Around the Corner, Second Reader 2 (25 per room)
My Do and Learn Book to accompany Around the Corner (expendable - one per pupil)

Handwriting

Teacher's Materials:

Handwriting, Revised, July, 1968
Teacher's Manual accompanying the basic textbook

Basic Textbook and Materials:

Adventures in Handwriting, Grade 2 (expendable - one per pupil)
The transition to cursive book for the second grade is no longer supplied. If the transfer to cursive is made during the last six weeks, follow the plan given in Handwriting, Revised, July, 1968.

Basic Textbook and Materials:

Paper (No. 2)
Paper (No. 3, late in spring term)
Pencils (2 per child per semester; 3 if needed)
Chalkboard, chalk, and erasers

Spelling

Teacher's Materials:

Teacher's Manual accompanying the basic textbook

Basic Textbook:

My Word Book (manuscript), Grade 2 (20 per room)

SOCIAL STUDIES (25 minutes per day)

Make plans for each unit. Choose the objectives and activities which best meet the needs of your group. Teach units in sequence.

Teacher's Materials:

Curriculum Guide in Social Studies, Grades K-3, Indiana Department of Public Instruction, 1966
Social Studies - A Tentative Guide for Teachers in the Primary Grades, Revised, Curriculum Bulletin No. 1, 1961
Economic Supplement to the Social Studies - Grades I, II, III, and IV, 1962
Teacher's Manuals accompanying the basic textbooks
Primary Social Studies Calendar - 1970

Basic Textbooks:

Communities and Social Needs (one per pupil)

Supplementary Textbooks:

Living in Places Near and Far
Basic Social Studies, Book II

Areas of Learning

General Theme: Living and Working Together in Neighborhoods - Communities

Fall Semester

Unit I Living and Working in Neighborhoods - Communities, 9 weeks

Unit II Neighborhoods - Communities in the United States, 9 weeks
Selections from Puerto Rico, Hawaii, and Alaska

Spring Semester

Unit III Our American Heritage, Past and Present, 4 - 6 weeks

Unit IV Neighborhoods-Communities in Other Parts of the World, remainder of semester
Selections from British Isles, Norway, and Mexico

Holidays and historical events are observed at the appropriate dates.

Teach geographic concepts whenever appropriate.

SCIENCE (20 minutes per day)

Teacher's Materials:

Science - A Tentative Guide for Teachers in the Primary Grades, Curriculum Bulletin No. 18, 1953
Teacher's Manual accompanying the basic textbook
Primary Science Kit - one per building
Science Resource Units on "Earth and Universe in Space"

Basic Textbooks:

Science for Here and Now (20 per room)
Science Around You (Supplementary)
_____ (Adoption, 1971)

Areas of Learning: (approximately six weeks is required for each unit)

Fall Semester

Unit I	Living Things - Insect Life
Unit II	Weather and Seasons
Unit III	Simple Mechanical Principles

Spring Semester

Unit IV	Air and Water
Unit V	Earth and Universe in Space
Unit VI	Living Things - Birds

MATHEMATICS (35 minutes per day)

Teacher's Materials:

Teachers' Guide for Mathematics, K-6, Curriculum Bulletin No. 87, 1969
Teacher's Edition of the basic textbook

Basic Textbook:

Elementary School Mathematics 2 (expendable - one per pupil)

PHYSICAL EDUCATION, HEALTH AND SAFETY (150 minutes per week)

Teacher's Materials:

A Guide for Health and Safety Education
Indiana Department of Public Instruction, Bulletin No. 219, 1968 Revision
Physical Education Teaching Cycles I-VI, Grade 2
Follow the Outline.

Basic Textbooks:

Health for All, Book 2 (15 per room)
_____ (Adoption, 1971)

Areas of Learning:

Four physical education classes each week (20 minutes each)
One class in health and/or safety each week (20 minutes)

ART (80 to 100 minutes per week)

Teacher's Materials:

ART - A Guide for Primary and Intermediate Teachers
Curriculum Bulletin No. 56
Art Outline, Grade 2 (mimeographed; order from art department)

Pupil's Materials:

One box of crayons per pupil per semester; plus one additional box if needed (Rental Supply Lot No. 8052)
NOTE: All crayons, Grades 1-4, are purchased from rental funds.
One watercolor box per pupil (Rental Supply Lot No. 8848 - maintain as room set)
One No. 12 brush per pupil (Rental Supply Lot No. 8028 - maintain as room set)

Areas of Learning:

Illustration and communication
Decoration and design
Color
Modeling
Lettering
Appreciation
Construction and crafts

MUSIC (100 minutes per week including chorus)

Teacher's Materials:

Music - A Tentative Guide for Vocal Music Teachers in Grades 1 and 2
Teacher's Manual accompanying the basic textbook

Basic Textbook:

The Magic of Music, Book II (one per pupil)
_____ (Adoption, 1972)

Supplementary:

Music for Young America, Book II
First Grade Book - Teacher's Edition
Singing on Our Way

THIRD GRADE

LANGUAGE ARTS (150 minutes per day)

Reading	60 minutes in a.m.
Reading	60 minutes in p.m.
Written Expression, Spelling, and Handwriting	30 minutes

Reading

Teacher's Materials:

Language Arts - A Tentative Guide for Teachers in the Primary Grades, Curriculum Bulletin No. 33, 1955
The Developmental Reading Program, A Guide for Teachers, Grades 1 - 8, Curriculum Bulletin No. 77, 1966
Phonics in the Language Arts Program, Kindergarten Through Grade 3, Curriculum Bulletin No. 69, 1963
Teacher's Manuals accompanying the basic textbooks

Basic Textbooks: (assigned to pupils at appropriate learning levels)

The Macmillan Reading Program

Level 1

Better Than Gold, Level 1 (25 per room)
Discovery Book to accompany Better Than Gold (expendable - one per pupil)

Level 2

More Than Words, Level 2 (25 per room)
Discovery Book to accompany More Than Words (expendable - one per pupil)

The Ginn Basic Readers - 100 Edition (for selected schools)

Level 1

Finding New Neighbors, Third Reader 1 (25 per room)
My Do and Learn Book to accompany Finding New Neighbors (expendable - one per pupil)

Level 2

Friends Far and Near, Third Reader 2 (25 per room)
My Do and Learn Book to accompany Friends Far and Near (expendable - one per pupil)

English

Teacher's Materials:

Language Arts - A Tentative Guide for Teachers in the Primary Grades, Curriculum Bulletin No. 33, 1955
Creative Writing, K - 12, A Supplement to the Language Arts Guide for Teachers, Curriculum Bulletin Nos. 33-36S, 1963

Basic Textbook:

Our Language Today 3 (one per pupil)

Handwriting

Teacher's Materials:

Handwriting, Revised, July, 1968
If the transfer to cursive was not made in second grade, it will need to be made after print-script on # 3 paper has been reviewed. Use the suggestions for the transfer to cursive given in Handwriting, Revised, 1968. In the third grade, print-script is the basic tool until cursive writing is established.
Teacher's Manual accompanying the basic textbook

Basic Textbook and Materials:

Adventures in Handwriting, Grade 3 (nonexpendable - one per pupil)
Paper (No. 3)
Two primary pencils per pupil per semester; 3 if needed

Spelling

Teacher's Materials:

Teacher's Manual accompanying the textbook

Basic Textbook:

My Word Book, Grade 3 (one per pupil)

SOCIAL STUDIES (25 minutes per day)

Make plans for each unit. Choose the objectives and activities which best meet the needs of the group. Teach units in sequence.

Teacher's Materials:

Curriculum Guide in Social Studies, Grades K - 3, Indiana Department of Public Instruction, 1966
Social Studies - A Tentative Guide for Teachers in the Primary Grades, Revised, Curriculum Bulletin No. 1, 1961
Economic Supplement to the Social Studies - Grades I, II, III, IV, 1962
Teacher's Manuals accompanying the basic textbook
Primary Social Studies Calendar - 1970

Basic Textbook:

Your Towns and Cities (one per pupil)

Supplementary Textbooks:

Living in America Today and Yesterday
Working Together

Areas of Learning:

General Theme - Living and Working Together in Cities - Communities

Fall Semester

Unit I Our City-Community, Past and Present, 18 weeks
- Indianapolis Today; Indianapolis Long Ago; Interdependence

Spring Semester

Unit II Our American Heritage, Past and Present, 4 - 6 weeks
- Washington, D. C.
- Optional study of additional cities: e. g., Boston, Philadelphia, Williamsburg

Unit III Other Cities-Communities in Our World, remainder of semester
- Cities of the United States: San Francisco
- Optional study of additional cities:
  - A lake city; e. g., Chicago
  - A river city; e. g., New Orleans
- Cities of the World: Bangkok
- Optional study of additional cities: e. g., Quebec, Montreal, Rome, Moscow

Holidays and historical events are observed at the appropriate dates. Units in mimeographed form should be with curriculum guides. If not, reorder.

SCIENCE (20 minutes per day)

Teacher's Materials:

Science - A Tentative Guide for Teachers in the Primary Grades, Curriculum Bulletin No. 18, 1953
Teacher's Manuals accompanying the basic textbooks
Primary Science Kit - one per building
Science Resource Units on "Earth and Universe in Space"

Basic Textbooks:

Science Far and Near (25 per room)
Science Everywhere (Supplementary)
_____ (Adoption, 1971)

Areas of Learning: (Approximately six weeks are required for each unit.)

Fall Semester

Unit I	Living Things - Animals around the World
Unit II	Earth and Universe in Space
Unit III	Electricity and Magnetism

Spring Semester

Unit IV	Weather and Seasons
Unit V	Using Our Five Senses (mimeographed - not in Guide)
Unit VI	Living Things - Plants

MATHEMATICS (35 minutes per day)

Teacher's Materials:

Teacher's Guide for Mathematics, K - 6, Curriculum Bulletin No. 87, 1969
Teacher's Edition accompanying the basic textbook

Basic Textbook:

Elementary School Mathematics 3

PHYSICAL EDUCATION, HEALTH AND SAFETY (150 minutes per week)

Teacher's Materials:

Physical Education Teaching Cycles I-VI, Grade 3 (mimeographed)
Follow the outline.
A Guide for Health and Safety Education, Indiana Department of Public Instruction, Bulletin No. 219, 1968 Revision
Teacher's Manuals accompanying the basic textbooks

Basic Textbooks:

Health for All, Book 3 (15 per room)
Habits for Health (Supplementary)
_____ (Adoption, 1971)

Areas of Learning:

Four physical education classes each week (30 minutes each)
One class in health and/or safety each week (30 minutes)

ART (80 to 100 minutes per week)

Teacher's Materials:

ART - A Guide for Primary and Intermediate Teachers
Curriculum Bulletin No. 56
Art Outline, Grade 3, (mimeographed; order from art department)

Pupil's Materials:

One box of crayons per pupil per semester; plus one additional box if needed (Option: Rental supply Lot Nos. 8052 or 8842)
NOTE: All crayons, Grades 1-4, are purchased from rental funds.
One watercolor box per pupil (Rental Supply Lot No. 8848 - maintain as room set)
One No. 12 brush per pupil (Rental Supply Lot No. 8028 - maintain as room set)

Areas of Learning:

Illustration and communication
Color
Modeling
Construction and crafts
Decoration and design
Lettering
Appreciation

MUSIC (100 minutes per week including chorus)

Teacher's Materials:

Music - A Tentative Guide for Vocal Music Teachers in Grades 3 and 4
Teacher's Manual accompanying the basic textbook

Basic Textbook:

The Magic of Music, Book III (one per pupil)
_____ (Adoption, 1972)

Supplementary:

Music for Young Americans

FOURTH GRADE

LANGUAGE ARTS (115 minutes per day)

Reading	60 minutes per day
Spelling and Writing	25 minutes per day
English and Composition	30 minutes per day

Reading

Teacher's Materials:

The Developmental Reading Program, A Guide for Teachers, Grades 1 - 8, Curriculum Bulletin No. 77, 1966
Phonics in the Language Arts Program, Grades 4 through 6, Curriculum Bulletin No. 70, 1964
Language Arts - A Tentative Guide for Teachers in the Primary Grades, Curriculum Bulletin No. 33, 1955
Phonics in the Language Arts Program, Kindergarten Through Grade 3, Curriculum Bulletin No. 69, 1963 (will be found useful for teaching introductory phonetic principles)
Teacher's Manual accompanying the basic textbook

Basic Textbook: (assigned by pupils' levels of learning)

The Magic Word, 4th Reader (one per pupil)
Discovery Book to accompany The Magic Word (nonexpendable - one per pupil)

Dictionaries:

Titles of dictionaries supplied for use in intermediate grades vary. (one per pupil)

English

Teacher's Materials

Language Arts - A Tentative Guide for Teachers in the Intermediate Grades, Curriculum Bulletin No. 34, 1955
Creative Writing, K - 12, A Supplement to the Language Arts Guide for Teachers, Curriculum Bulletin Nos. 33-36S, 1963
Teacher's Manual accompanying the basic textbook

Basic Textbook:

Our Language Today 4 (one per pupil)

Handwriting

Teacher's Materials:

Handwriting, Revised, July, 1968
Teacher's Manual accompanying the basic textbook

Basic Textbook and Materials:

Adventures in Handwriting, Grade 4 (nonexpendable - one per pupil)
Paper (No. 4)
Indianapolis Public School Tablets (each pupil purchases his own)
Ball-point or cartridge pens are used in second half of fourth grade

Spelling

Teacher's Materials:

Teacher's Manual accompanying the basic textbook

Basic Textbook:

My Word Book, Grade 4 (one per pupil)

SOCIAL STUDIES (50 minutes per day)

Make plans for each unit. Choose objectives and activities which best meet the needs of your group. Teach units in sequence.

Teacher's Materials:

Curriculum Guide to Social Studies, Grades 4 - 6
Indiana Department of Public Instruction, 1966
Social Studies - A Guide for Teachers in the Intermediate Grades
Curriculum Bulletin No. 2, Revised, 1962
Economic Supplement to the Social Studies - Grades I, II, III, IV, 1962
Teacher's Manuals accompanying basic textbooks

Basic Textbooks:

Living Indiana History (one per pupil)
Freedom's Road (40 per school)

Supplementary:

Homelands of the World
Your People and Mine
Living in Our Country and Other Lands
Indiana Through the Years

Areas of Learning:

General Theme - Indiana in a Regional and World Setting

Fall Semester

Unit I	General Overview
Unit II	How People Lived in Indiana in the Past

Spring Semester

Unit III	How People Live in Indiana Today as a Part of Regional, National and World Community
Unit IV	Contrasting Ways of Life in Other Areas of the World Areas to be studied are Australia and Mexico.

Holidays and historical events are observed at the appropriate dates. Supplements for holidays and historical events are available.

SCIENCE (30 minutes per day)

Teacher's Materials:

Science - Teacher's Guide Grade 4, Curriculum Bulletin No. 89, 1969
Teacher's Guide incorporated in the basic textbook Science In Your Life
Teacher's Manual of text Discovering With Science, Book IV
Intermediate Science Kit
Science Kit to accompany the 1966 adoption Science In Your Life
Related Science Activities for Intermediate Grades - Supplement
Curriculum Bulletin No. 19, 1955 (5 per room)

Basic Textbooks:

Science In Your Life (one per pupil)
Discovering With Science (supplementary)
_____ (Adoption, 1971)

Areas of Learning:

Approximately six weeks are required for each unit, seven weeks for Unit II.

Fall Semester

Unit I	Animals and Their Environments
Unit II	Solids, Liquids, and Gases
Unit III	Forces of Energy Found in Nature

Spring Semester

Unit IV	Simple Machines
Unit V	The Changing Earth
Unit VI	Plants: Flowers and Seeds
Elective Unit	Prehistoric Life

MATHEMATICS (45 minutes per day)

Teacher's Materials:

Teachers' Guide for Mathematics, K - 6, Curriculum Bulletin No. 87, 1969
Teacher's Edition of the basic textbook

Pupils' Materials:

Basic textbooks or adjusted materials will be provided on the basis of one per pupil. Distribution formula is described in Notice No. 113-EC.

Basic Textbook:

Elementary School Mathematics 4, Addison-Wesley

Alternate Materials for Low Achievers:

Continuing with Mathematics, American Book Company (hardback)

PHYSICAL EDUCATION, HEALTH AND SAFETY (150 minutes per week)

Teacher's Materials:

Physical Education Teaching Cycles I-VI, Grade 4
Follow the outline.
A Guide for Health and Safety Education, Indiana Department of Public Instruction, Bulletin No. 219, 1968 Revision
Teacher's Manual accompanying the basic textbooks

Basic Textbooks:

Health for All, Book 4 (20 per room)
Building for Health (supplementary)
_____ (Adoption, 1971)

Areas of Learning:

Four physical education classes each week (30 minutes each)
One class in health and/or safety each week (30 minutes)

ART (100 minutes per week)

Teacher's Materials:

ART - A Guide for Primary and Intermediate Teachers, Curriculum Bulletin No. 56
Art Outline, Grade 4 (mimeographed; order from art department)

Pupil's Materials:

One box of crayons per pupil per semester; plus one additional box if needed (Rental Supply Lot No. 8842)
NOTE: All crayons, Grades 1-4, are purchased from rental funds.
One water color box per pupil (Rental Supply Lot No. 8848 - maintain as room set)
One No. 12 brush per pupil (Rental Supply Lot No. 8028 - maintain as room set)

Areas of Learning:

Illustration and communication
Color
Modeling
Construction and crafts
Decoration and design
Lettering
Appreciation

MUSIC, VOCAL (100 minutes per week including chorus)

Teacher's Materials:

Music - A Tentative Guide for Vocal Music Teachers in Grades 3 and 4
Teacher's Manual accompanying the basic textbooks

Basic Textbook:

Exploring Music, Book IV (one per pupil)
_____ (Adoption, 1972)

Supplementary:

Music for Young Americans, Book IV

MUSIC, INSTRUMENTAL

Consult with your principal regarding time schedule for instrumental music. The principal will refer to the Elementary Principals' Handbook, Second Revised Edition, 1963, p. 64, item e and pp. 116-118.

FIFTH GRADE

LANGUAGE ARTS (115 minutes per day)

Reading	60 minutes per day
Spelling and Writing	25 minutes per day
English and Composition	30 minutes per day

Reading

Teacher's Materials:

The Developmental Reading Program, A Guide for Teachers, Grades 1 - 8, Curriculum Bulletin No. 77, 1966
Phonics in the Language Arts Program, Grades 4 through 6, Curriculum Bulletin No. 70, 1964
Language Arts - A Tentative Guide for Teachers in the Intermediate Grades, Curriculum Bulletin No. 34, 1955
Phonics in the Language Arts Program, Kindergarten through Grade 3, Curriculum Bulletin No. 69, 1963
Teacher's Manual accompanying the basic textbook

Basic Textbook: (assigned by pupils' levels of learning)

Bold Journeys, 5th Reader (one per pupil)
Discovery Book to accompany Bold Journeys (nonexpendable - one per child)

Dictionaries:

Titles vary. (20 per room)

English

Teacher's Materials:

Language Arts - A Tentative Guide for Teachers in the Intermediate Grades, Curriculum Bulletin No. 34, 1955
Creative Writing, K - 12, A Supplement to the Language Arts Guides for Teachers, Curriculum Bulletin Nos. 33-36S, 1963
Teacher's Manual accompanying the basic textbook

Basic Textbook:

Our Language Today 5 (one per pupil)

Handwriting

Teacher's Materials:

Handwriting, Revised, 1968
Teacher's Manual accompanying the basic textbook

Basic Textbook and Materials:

Adventures in Handwriting, Grade 5 (nonexpendable - one per pupil)
Paper (No. 4) for handwriting lessons
No. 5 for written assignments
Indianapolis Public School Tablets (each pupil purchases his own)

Spelling

Teacher's Materials:

Teacher's Manual accompanying the basic textbook

Basic Textbook:

My Word Book, Grade 5 (one per pupil)

Foreign Language

Teacher's Materials:

Teacher's handbook - Hablo espanol
Tape Recordings and Records to accompany basic text
TV Spanish - Hablo espanol - No textbook

Basic textbook:

Cours Preparatoire (one per pupil)

SOCIAL STUDIES (50 minutes per day)

Make plans for each unit. Choose objectives and activities from the unit which best meet the needs of your group. Teach units in sequence.

Teacher's Materials:

Curriculum Guide to Social Studies, Grades 4 - 6, Indiana Department of Public Instruction, 1966
Social Studies - A Guide for Teachers in the Intermediate Grades, Curriculum Bulletin No. 2, Revised, 1962
Teacher's Manual accompanying the basic textbook

Basic Textbook:

In These United States and Canada (one per pupil)

Supplementary: (if copies are available in building)

Living in the Americas
Homelands of the Americas

Areas of Learning:

General Theme - The United States and Canada

Fall Semester

Unit I	Discovery and Exploration
Unit II	Settlement of North America
Unit III	Migration of People Within United States and Canada

Spring Semester

Unit IV	The Development of the United States
Unit V	The Development of Canada
Unit VI	The United States and Canada Today

Holidays and historical events are observed at the appropriate dates. Supplements for holidays and historical events are available.

SCIENCE (30 minutes per day)

Teacher's Materials:

Science - Teachers' Guide Grade 5, Curriculum Bulletin No. 89, 1969
Related Science Activities for Intermediate Grades - A Supplement Curriculum Bulletin No. 19 (5 per room)
Teacher's Guide incorporated in the basic textbook Science In Our World
Teacher's Manual of text Adventuring In Science, Book V
Intermediate Science Kit
Science Kit to accompany the 1966 adoption Science In Our World

Basic Textbooks:

Science In Our World (one per pupil)
Adventuring In Science, Book V (supplementary)
_____ (Adoption, 1971)

Areas of Learning:

Approximately six weeks are required for each unit, seven weeks for Unit II.

Fall Semester

Unit I	Classification of Animals
Unit II	Structure, Properties, and Behavior of Matter
Unit III	Mechanical, Heat, Chemical, and Nuclear Energy

Spring Semester

Unit IV	Weather
Unit V	Universe and Space Travel
Unit VI	The Plant Kingdom
Elective Unit	Geology

MATHEMATICS (45 minutes per day)

Teacher's Materials:

Teachers' Guide for Mathematics, K-6, Curriculum Bulletin No. 87, 1969
Teacher's Edition for basic textbook

Pupil's Materials:

Basic textbooks or adjusted materials will be provided on the basis of one per pupil. Distribution formula is described in Notice No.113-EC.

Basic Textbook:

Elementary School Mathematics 5, Addison-Wesley

Alternate Materials for Low Achievers:

Thinking with Mathematics, American Book Company (hardback)

PHYSICAL EDUCATION, HEALTH AND SAFETY (150 minutes per week)

Teacher's Materials:

Physical Education Teaching Cycles I-VI, Grade 5 (mimeographed)
Follow the outline.
A Guide for Health and Safety Education, Indiana Department of Public Instruction, Bulletin No. 219, 1968 Revision

Basic Textbook:

Health for All, Book 5 (20 per room)
(Adoption, 1971)

Supplementary:

Your Health

Areas of Learning:

Four physical education classes each week (30 minutes each)
One class in health and/or safety each week (30 minutes)

ART (100 minutes per week)

Teacher's Materials:

ART - A Guide for Primary and Intermediate Teachers, Curriculum Bulletin No. 56
Art Outline, Grade 5 (mimeographed - order form from art department)

Pupil's Materials:

Crayons through art supply appropriation (Art Supplies Lot No. 470)
One watercolor box per pupil (Rental Supply Lot No. 8848 - maintain as room set)
One No. 12 brush per pupil (Rental Supply Lot No. 8028 - maintain as room set)

Areas of Learning:

Illustration and communication
Color
Modeling
Construction and crafts
Decoration and design
Lettering
Appreciation

MUSIC, VOCAL (100 minutes per week including chorus)

Teacher's Materials

Music - A Tentative Guide for Vocal Music Teachers, Grades 5 and 6
Teacher's Manual accompanying the basic textbook

Basic Textbook:

Exploring Music, Book V (one per pupil)
_____ (Adoption, 1972)

Supplementary:

Music for Young Americans, Book V
Golden Book of Songs

MUSIC, INSTRUMENTAL

Consult with your principal regarding time schedule for instrumental music. The principal will refer to the Elementary Principals' Handbook, Second Revised Edition, 1963, p. 94, item e and pp. 116-118.

SIXTH GRADE

LANGUAGE ARTS (115 minutes per day)

Reading	60 minutes per day
Spelling and Writing	25 minutes per day
English and Composition	30 minutes per day

Reading

Teacher's Materials:

The Developmental Reading Program, A Guide for Teachers, Grades 1 - 8, Curriculum Bulletin No. 77, 1966
Phonics in the Language Arts Program, Grades 4 through 6, Curriculum Bulletin No. 70, 1964
Language Arts - A Tentative Guide for Teachers in the Intermediate Grades, Curriculum Bulletin No. 34, 1955
Phonics in the Language Arts Program, Kindergarten through Grade 3, Curriculum Bulletin No. 69, 1963 (will be found useful for teaching introductory phonetic principles)
Teacher's Manual accompanying the basic textbook

Basic Textbook: (assigned by pupils' levels of learning)

Into New Worlds, 6th Reader (one per pupil)
Discovery Book to accompany Into New Worlds (nonexpendable - one per pupil)

Dictionaries:

Titles of dictionaries supplied for use in intermediate grades vary. (20 per room)

English

Teacher's Materials:

Language Arts - A Tentative Guide for Teachers in the Intermediate Grades, Curriculum Bulletin No. 34, 1955
Creative Writing, K - 12, A Supplement to the Language Arts Guides for Teachers, Curriculum Bulletin Nos. 33-36S, 1963
Teacher's Manual accompanying the basic textbook

Basic Textbook:

Our Language Today, Book 6 (one per pupil)

Handwriting

Teacher's Materials:

Handwriting, Revised, 1968
Teacher's Manual accompanying the basic textbook

Basic Textbook and Materials:

Adventures in Handwriting, Grade 6 (nonexpendable - one per pupil)
Paper (No. 5)
Indianapolis Public School Tablets (each pupil purchases his own)
Loose-leaf ring notebooks are not to be used in the sixth grade.

Spelling

Teacher's Materials:

Teacher's Manual accompanying the basic textbook

Basic Textbook:

My Word Book, Grade 6 (one per pupil)

Foreign Language

Teacher's Materials:

Teacher's handbook - Hablo espanol
Tape Recordings and Records to accompany basic text

TV Spanish - Hablo espanol - No textbook

Basic Textbooks:

Cours Preparatoire
Mi Libro de Espanol

SOCIAL STUDIES (50 minutes per day)

Make plans for each unit. Choose objectives and activities from the unit which best meet the needs of your group. Teach units in sequence.

Teacher's Materials:

Curriculum Guide to Social Studies, Grades 4-6, Indiana Department of Public Instruction, 1966
Social Studies - A Guide for Teachers in the Intermediate Grades, Curriculum Bulletin No. 3, Revised, 1962
Teacher's Manual accompanying the basic textbook

Basic Textbook:

Learning About Latin America (one per pupil)
Living in the Old World (one per pupil)

Supplementary: (if copies are available in building)

Homelands Beyond the Seas

Areas of Learning:

General Theme - Western Europe and Latin America

Fall Semester

Unit I	The Setting of Western Europe
Unit II	Western Europe Today
Unit III	Impact of Ancient Greeks and Romans on World Culture
Unit IV	Medieval Society

Spring Semester

Unit V	The Expansion of Europe
Unit VI	The Setting of Latin America
Unit VII	Indian Cultures, the Conquest, and the Wars of Liberation
Unit VIII	Problems of Latin America Since Independence
Unit IX	Underdeveloped Countries of Latin America

Pre-Election Government Unit - Required by Indiana law
To be taught within two weeks immediately prior "to any general, congressional, or state election" during even-numbered years only

Holidays and historical events are observed at the appropriate dates. Supplements for holidays and historical events are available.

SCIENCE (30 minutes per day)

Teacher's Materials:

Science - Teacher's Guide Grade 6, Curriculum Bulletin No. 89, 1969
Related Science Activities for Intermediate Grades - A Supplement Curriculum Bulletin No. 19, 1955 (5 per room)
Teacher's Guide incorporated in the basic textbook Science For Today and Tomorrow
Teacher's Manual accompanying text Experimenting In Science, Book VI
Intermediate Science Kit
Science Kit to accompany the 1966 adoption Science For Today And Tomorrow

Basic Textbook:

Science For Today And Tomorrow (one per pupil
(Adoption, 1971)

Supplementary:

Experimenting in Science, Book VI

Areas of Learning:

Approximately six weeks are required for each unit, seven weeks for unit II.

Fall Semester

Unit I	Cell Structure and Microorganisms
Unit II	Basic Chemistry
Unit III	Light and Sound

Spring Semester

Unit IV	Oceanography
Unit V	Magnetism and Electrostatics
Unit VI	How the Plant Grows in Its Environment
Elective Unit	Radio and TV

MATHEMATICS (45 minutes per day)

Teacher's Materials:

Teacher's Guide for Mathematics, K-6, Curriculum Bulletin No. 87, 1969
Teacher's Edition of the basic textbook

Pupil's Materials:

Basic textbooks or adjusted materials will be provided on the basis of one per pupil. Distribution formula is described in Notice No. 113-EC.

Basic Textbook:

Elementary School Mathematics 6, Addison-Wesley

Alternate Materials for Low Achievers:

Improving with Mathematics, American Book Company (hardback)

PHYSICAL EDUCATION, HEALTH AND SAFETY (150 minutes per week)

Teacher's Materials:

Physical Education Teaching Cycles I-VI, Grade 6. Follow the outline.
A Guide for Health and Safety Education, Indiana Department of Public Instruction, Bulletin No. 219, 1968 Revision
Teacher's Manual accompanying the basic textbook

Basic Textbook:

Health For All, Book 6 (20 per room)
_____ (Adoption, 1971)

Supplementary:

Growing In Health

Areas of Learning:

Four physical education classes each week (30 minutes each)
One class in health and/or safety each week (30 minutes)

ART (100 minutes per week)

Teacher's Materials:

ART - A Guide for Primary and Intermediate Teachers, Curriculum Bulletin No. 56
Art Outline, Grade 6 (mimeographed - order from art department)

Pupil's Materials:

Crayons through art supply appropriation (Art Supplies Lot No. 470)
One watercolor box per pupil (Rental Supply Lot No. 8848 - maintain as room set)
One No. 12 brush per pupil (Rental Supply Lot No. 8028 - maintain as room set)

Areas of Learning:

Illustration and communication
Color
Modeling
Construction and crafts
Decoration and design
Lettering
Appreciation

MUSIC, VOCAL (100 minutes per week including chorus)

Teacher's Materials:

Music - A Tentative Guide for Vocal Music Teachers in Grades 5 and 6

Basic Textbook:

Exploring Music, Book VI (one per pupil)
(Adoption, 1972)

Supplementary:

Music For Young Americans, Book VI
Golden Book of Songs

MUSIC, INSTRUMENTAL

Consult with your principal regarding time schedule for instrumental music. The principal will refer to the Elementary Principals' Handbook, Second Revised Edition, 1963, p. 94, item e and pp. 116 - 118.

SEVENTH GRADE

LANGUAGE ARTS (80 minutes per day)

Teacher's Materials:

Teachers' Guide for Language Arts, Grades 7 and 8
Curriculum Bulletin No. 96, 1969
Creative Writing, K - 12, A Supplement to the Language Arts Guide for Teachers, Curriculum Bulletin Nos. 33-36S, 1963
Suggested Lesson Plans for the Beginning of School: Language Arts, Grades 7 and 8, 1968
Handwriting Bulletin, July, 1968
Teacher's Manual: Adventures for Readers, Book One
Teacher's Editions: Adventures in Handwriting 7, Our Language Today 7, Spelling 7
English Curriculum Study Series, Indiana University Press (Distributed by the English Curriculum Study Center, Indiana University)
Two Approaches to Syntax
What Is Language?
Writing as a Process of Discovery

Basic Textbooks:

Reading

Adventures for Readers, Book One (40 per Language Arts teacher)

Dictionaries

Titles vary. (20 per English teacher)

English

Our Language Today 7 (one per pupil)

Handwriting

Adventures in Handwriting 7 (nonexpendable - 40 per teacher)
Indianapolis Public School Tablet (each pupil purchases his own)
Loose-leaf notebook and paper having three-eighths-inch rule (each pupil purchases his own)

Spelling

Spelling 7 (one per pupil)

Foreign Language

Teacher's Materials:

Course of Study, Foreign Languages, Level I
Correlation of Course of Study with basic text
Teacher's Manual to accompany basic text
Tape Recordings to accompany basic text

Basic Textbooks:

Le Francais Vivant, Book I (one per pupil)
Verstehen und Sprechen (one per pupil)
El Espanol al Dia, Book I (one per pupil)

Supplementary Materials: Transparencies, Readers, Charts, Maps, Posters, available as needed in Foreign Language Office

SOCIAL STUDIES (40 minutes per day)

Teacher's Materials:

Area Studies of the Non-West - Grade 7 - A Curriculum Guide to the Social Studies, Indiana State Department of Public Instruction, 1966
Supplementary Books on the Non-West, Curriculum Bulletin No. 108, 1969
Teacher's Manual accompanying the basic textbook
The Teaching of Geography, 1968, Social Studies, Grades 7 and 8

Basic Textbook:

The Changing Old World (one per pupil)

Areas of Learning:

General Theme - The Non-West
- Unit I — The Soviet Realm: USSR
- Unit II — Soviet Asia: India
- Unit III — East Asia: China
- Unit IV — Southeast Asia: Indonesia
- Unit V — The Middle East: Egypt (United Arab Republic)
- Unit VI — Sub-Saharan Africa: The Congo (Leopoldville)

Also: Compulsory Pre-Election Government Unit
To be taught within two weeks immediately prior "to any general, congressional, or state election" during even-numbered years only

SCIENCE (40 minutes per day)

Teacher's Materials:

Science - A Guide for Teachers of Junior High School and Revised Units
Related Science Activities for Junior High School - A Supplement (ten per science room)
Compton's Illustrated Science Dictionary
Teacher's Manual accompanying the basic textbook
Science equipment listed on Science Inventory for Grades 7 and 8

Basic Textbook:

Principles of Science, Book 1 (40 per science teacher)
_____ (Adoption, 1971)

Areas of Learning:

Unit I	Exploration, Discovery, and Invention - three weeks
Unit II	Living Things: Animals - six weeks
Unit III	Magnetism and Electricity - six weeks
Unit IV	Heat, Light, and Sound - nine weeks
Unit V	Machines and Metric Measure - six weeks
Unit VI	Living Things: Plants - six weeks

MATHEMATICS (40 minutes per day)

Teacher's Materials:

A Guide for Mathematics, Grades Seven and Eight, Curriculum Bulletin No. 90
Getting Started in Mathematics, Curriculum Bulletin No. 91
Mathematics Guidelines for Indiana Schools, K - 12, State Department of Public Instruction
Teacher's Edition of the basic textbook
Practice Sheets in Basic Mathematics, January, 1968
Supplementary Practice Sheets for Basic Mathematics, January, 1969

Pupil's Materials:

Basic textbooks or adjusted materials will be provided on the basis of one per pupil. Distribution formula is described in Notice No. 113-EC.

Basic Textbook:

School Mathematics by Addison-Wesley

Alternate Materials for Low Achievers:

Expendable materials which accompany Addison-Wesley Series
or
Operating with Mathematics, American Book Company (hardback)

Instructional Supplies:

Ruler (Rental Supply, Lot No. 8847; 40 per teacher)
Compasses (Rental Supply, Lot No. 8833; 40 per teacher)
Replacement pencils for compasses (Rental Supply, Lot No. 8846)
Protractors (Rental Supply, Lot No. 8835; 40 per teacher)
Graph paper (Educational Supply, Lot Nos. 257, 292, 293, 294)
Chalkboard compasses (Educational Supply, Lot No. 222; one per teacher)
Meter sticks (Educational Supply, Lot No. 283)
Yardsticks (Educational Supply, Lot No. 286)

PHYSICAL EDUCATION (120 minutes per week)

Teacher's Materials:

Physical Education Teaching Cycles I-VI, Grades 7 and 8 (mimeographed)
Follow the outline.

HEALTH AND SAFETY (80 minutes per week)

Teacher's Materials:

Health and Safety - A Tentative Guide for Teachers, Grades 7 and 8
A Guide for Health and Safety Education, Indiana Department of Public Instruction, Bulletin No. 219, 1968 Revision
Teacher's Manual accompanying the basic textbook

Basic Textbook:

Health For All, Book 7 (40 per P.E. teacher)
_____ (Adoption, 1971)

Supplementary:

First Aid Textbook for Juniors, American Red Cross
Medical Self-Help Reference Guide
Building Health

ART (80 minutes per week - The double period is recommended.)

Teacher's Materials:

Art Experiences, Grades 7, 8, and 9
Art Outline, Grade 7 (mimeographed - order from art department)
Exploring Art - Kainz and Riley

Pupil's Materials:

Crayons furnished through art supply appropriation (Art Supplies Lot No. 470)
Watercolor boxes (Rental Supply Lot No. 8848 - maintain as one set of 48 for all art classes, Grades 7 and 8)
No. 12 brushes (Rental Supply Lot No. 8028 - maintain as set of 48)

Areas of Learning:

Illustration and communication
Color
Appreciation
Decoration and design
Lettering
Modeling
Construction and crafts

MUSIC, VOCAL (100 minutes per week including chorus)

Teacher's Materials:

A Tentative Guide for Vocal Music Teachers in Junior High School
Teacher's Manual accompanying basic textbook

Basic Textbook:

Music In Our Life (35 per music teacher - for both grades 7 and 8)
_____ (Adoption, 1972)

Supplementary:

Singing Teenagers
Proundly We Sing
Singing Juniors
Gray Book of Songs

MUSIC, INSTRUMENTAL

Consult with the principal regarding time schedule for instrumental music. The Principal will refer to the Elementary Principals' Handbook, Second Revised Edition, 1963, p. 94, item e and pp. 116-118.

HOME ECONOMICS (160 minutes per week)

Teacher's Materials:

Home Living - A Guide For Teachers In Junior High School Suggested Semester Work Plan - (mimeographed sheet) - obtainable from Home Economics Department

Basic Textbook:

Teen Guide to Homemaking (for both seventh and eighth grades - 24 per home economics teacher)
(Adoption, 1972)

Supplementary:

Homemaking for Teen-Agers

Areas of Learning:

Units:
- Getting Acquainted
- Learning To Work Together
- Manners and Respect for Others
- Learning To Sew
- You and Your Family
- Good Times Together
- Helping with the Family Breakfast
- Helping with the Family Luncheon
- Caring for Young Children
- Housecleaning
- Let's Look Our Best
- Handcraft for Leisure Time

INDUSTRIAL ARTS (four periods per week)

Teacher's Materials:

Industrial Arts - A New Guide for Teachers in Grades 7 and 8 is being prepared

Basic Textbook:

Industrial Arts for the General Shop (20 per I. A. room)
(Adoption, 1972)

Supplementary:

Modern Metal Craft (8 per I. A. room)
Units in Woodworking (10 per I. A. room)
Industrial Arts - Electricity (10 per I. A. room)
Practice of Printing (8 per I. A. room)

Areas of Learning:

- Mechanical Drawing
- Basic Woodworking
- Bench Metalworking
- Elementary Printing
- Beginning Electricity

Order materials for Industrial Arts from Industrial Arts Supervisor, Education Center. Use the Special Industrial Arts Order Form.

EIGHTH GRADE

LANGUAGE ARTS (80 minutes per day)

Teacher's Materials:

Teachers' Guide for Language Arts, Grades 7 and 8
Curriculum Bulletin No. 96, 1969
Creative Writing, K - 12, A Supplement to the Language Arts Guide for Teachers, Curriculum Bulletin Nos. 33-36S, 1963
Suggested Lesson Plans for the Beginning of School: Language Arts, Grades 7 and 8, 1968
Handwriting Bulletin, July, 1968
Teacher's Manual: Adventures for Readers, Book Two
Teacher's Editions: Adventures in Handwriting 8, Our Language Today 8, Spelling 8
English Curriculum Study Series, Indiana University Press (Distributed by the English Curriculum Study Center, Indiana University)
- Two Approaches to Syntax
- What Is Language?
- Writing as a Process of Discovery

Basic Textbooks:

Reading

Adventures for Readers, Book Two (40 per Language Arts teacher)

Dictionaries

Titles vary. (20 per English teacher)

English

Our Language Today 8 (one per pupil)

Handwriting

Adventures in Handwriting 8 (nonexpendable - 40 per teacher)
Indianapolis Public School Tablet (each pupil purchases his own)
Loose-leaf notebook and paper having three-eighths-inch rule (each pupil purchases his own)

Spelling

Spelling 8 (one per pupil)

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Foreign Language

Teacher's Materials:

Course of Study, Foreign Languages, Level I
Correlation of Course of Study with basic text
Teacher's Manual to accompany basic text
Tape Recordings to accompany basic text

Basic Textbooks:

Le Francais Vivant, Book I (one per pupil)
Verstehen und Sprechen (one per pupil)
El Espanol al Dia, Book I (one per pupil)

Supplementary Materials: Transparencies, Readers, Charts, Maps, Posters, available as needed in Foreign Language Office

SOCIAL STUDIES (40 minutes per day)

Teacher's Materials:

Social Studies - A Guide for Teachers in Junior High School, Revised, 1961
Teacher's Manual accompanying the basic textbooks
The Teaching of Geography, 1968, Social Studies, Grades 7 and 8
From These Beginnings, American Negro History, a supplement to all units, Curriculum Bulletin No. 88, 1969

Basic Textbook:

Choice of the following titles based on reading achievement
Total number of books: one per pupil

The Free and the Brave (Grade level)
Exploring American History (Alternate)

Supplementary:

Backgrounds of American Freedom
Indiana History (40 per building)
The History of Our United States
The Story of American Democracy
This Is America's Story

Areas of Learning:

General Theme - History of the United States

Unit I	Brief Survey of Our Nation's European Heritage
Unit II	Formation of Our Nation
Unit III	Westward Expansion of Our Nation
Unit IV	Our Nation's Struggle to Survive Sectionalism
Unit V	Social, Cultural, and Intellectual History of Antebellum America
Unit VI	Industrial Revolution in the U.S.
Unit VII	Our Nation as a World Power
Unit VIII	Our Nation and Domestic Challenges in the Twentieth Century
Unit IX	Main Trends in Social, Cultural and Intellectual History Since 1865

Also: Compulsory Pre-Election Government Unit
To be taught within two weeks immediately prior "to any general, congressional, or state election" during even-numbered years only

SCIENCE (40 minutes per day)

Teacher's Materials:

Science - A Guide for Teachers of Junior High School and Revised Units
Related Science Activities for Junior High School - A Supplement
(10 per science room)
Compton's Illustrated Science Dictionary
Teacher's Manual accompanying the basic textbooks
Science equipment listed on Science Inventory for Grades 7 and 8

Basic Textbook:

Principles of Science, Book 2 (40 per science teacher)
_____ (Adoption, 1971)

Areas of Learning:

Unit I	Scientific Approach and the Sciences - three weeks
Unit II	Surface of the Earth and Conservation - six weeks
Unit III	Oceanography - three weeks
Unit IV	Weather and Climate - six weeks
Unit V	Matter and Energy - ten weeks
Unit VI	Universe and Space Travel - eight weeks

MATHEMATICS (40 minutes per day)

Teacher's Materials:

A Guide for Mathematics, Grades Seven and Eight, Curriculum Bulletin No. 90
Getting Started in Mathematics, Curriculum Bulletin No. 91
Mathematics Guidelines for Indiana Schools, K - 12, State Department of Public Instruction
Teacher's Edition of the basic textbook
Practice Sheets in Basic Mathematics, January, 1968
Supplementary Practice Sheets for Basic Mathematics, January, 1969

Pupil's Materials:

Basic textbooks or adjusted materials will be provided on the basis of one per pupil. Distribution formula is described in Notice No. 113-EC.

Basic Textbook:

School Mathematics II, Addison-Wesley

Alternate Materials for Low Achievers:

Expendable materials which accompany Addison-Wesley Series
or
New Goals in Mathematics, American Book Company (hardback)

Instructional Supplies:

Ruler (Rental Supply, Lot No. 8847; 40 per teacher)
Compasses (Rental Supply, Lot No. 8833; 40 per teacher)
Replacement pencils for compasses (Rental Supply, Lot No. 8846)
Protractors (Rental Supply, Lot No. 8835; 40 per teacher)
Graph paper (Educational Supply, Lot Nos. 257, 292, 293, 294)
Chalkboard compasses (Educational Supply, Lot No. 222; one per teacher)
Meter sticks (Educational Supply, Lot No. 283)
Yardsticks (Educational Supply, Lot No. 286)

PHYSICAL EDUCATION (120 minutes per week)

Teacher's Materials:

Physical Education Teaching Cycles I-VI, Grades 7-8 (mimeographed) Follow the outline.

HEALTH AND SAFETY (80 minutes per week)

Teacher's Materials:

Health and Safety - A Tentative Guide for Teachers, Grades 7 and 8
A Guide for Health and Safety Education, Indiana Department of Public Instruction, Bulletin No. 219, 1968 Revision
Teacher's Manual accompanying the basic textbook

Basic Textbook:

Health For All (40 per P.E. teacher)
_____ (Adoption, 1971)

Supplementary:

First Aid Textbook for Juniors, American Red Cross
Medical Self-Help Reference Guide
Building Health

ART (80 minutes per week - The double period is recommended.)

Teacher's Materials:

Art Experiences, Grade 7, 8, and 9
Art Outline, Grade 8 (mimeographed - order from art department)
Exploring Art - Kainz and Riley

Pupil's Materials:

Crayons furnished through art supply appropriation (Art Supplies Lot No. 470)
Watercolor boxes (Rental Supply Lot No. 8848 - maintain as one set of 48 for all art classes, Grades 7 and 8)
No. 12 brushes (Rental Supply Lot No. 8028 - maintain as set of 48)

Areas of Learning:

Illustration and communication
Decoration and design
Color
Lettering
Modeling
Appreciation
Construction and crafts

MUSIC, VOCAL (100 minutes per week including chorus)

Teacher's Materials:

Music - A Tentative Guide for Vocal Music Teachers in Junior High School
Teacher's Manual accompanying basic textbook

Basic Textbook:

Music In Our Life (Only one vocal music textbook is adopted for grades seven and eight. This book is to shared by both grades.)
_____ (Adoption, 1972)

Supplementary:

Singing Teenagers
Proudly We Sing
Singing Juniors
Gray Book of Songs

MUSIC, INSTRUMENTAL

Consult with your principal regarding time schedule for instrumental music. The principal will refer to the Elementary Principals' Handbook, Second Revised Edition, 1963, p. 94, item e and pp. 116-118.

HOME ECONOMICS (160 minutes per week)

Teacher's Materials:

Home Living - A Guide for Teachers in Junior High School
Suggested Semester Work Plan (mimeographed sheet)-obtainable from home economics department

Basic Textbook:

Teen Guide to Homemaking (for both seventh and eighth grades - 24 per home economics teacher)
_____ (Adoption, 1972)

Supplementary:

Homemaking for Teen-Agers

Areas of Learning:

Units
- Know Yourself and Others
- Working Together
- Making Something for the Wardrobe
- Money Management
- Helping with the Evening Meal
- Holidays in the Home
- Looking Forward to High School
- When a Family Member Is Ill
- Family Food Emergency During Disaster
- Appearing Our Best

INDUSTRIAL ARTS (160 minutes per week)

Teacher's Materials:

Industrial Arts - A new Guide for Teachers in Grades 7 and 8 is being prepared.

Basic Textbook:

Industrial Arts for the General Shop (for both seventh and eighth grade - 20 per I. A. room)
_____ (Adoption, 1972)

Supplementary:

Modern Metal Craft (8 per I. A. room)
Units in Woodworking (10 per I. A. room)
Industrial Arts - Electricity (10 per I. A. room)
Practice of Printing (8 per I. A. room)

Areas of Learning:

Mechanical Drawing
Woodworking
Bench Metalworking
Printing Letterpress and Silk Screen
Basic Electricity

Order materials for Industrial Arts from Industrial Arts Supervisor, Education Center. Use the Special Industrial Arts Order Form.

DRAFT

LETTER OF TRANSMITTAL

SPECIAL PROGRAMS AND PROJECTS BRANCH (TITLE III, Sec. 306, ESEA)

PRELIMINARY PROPOSAL

TITLE OF PROPOSED PROJECT: A Comprehensive Diagnostic Teaching Clinic
(10 words or less)

February 9, 1971
(Date submitted)

Director, Division of Plans and
Supplementary Centers
Bureau of Elementary and
Secondary Education
U.S. Office of Education
Washington, D.C. 20202

Dear Sir:

The Indianapolis Public Schools,
(Local Education Agency)
Marion, Indiana,
(County) (State)

hereby submits a preliminary proposal for a project under title III, sec. 306, of the Elementary and Secondary Education Act of 1965, as amended.

The information required for this preliminary proposal is enclosed. We understand that a formal proposal may be submitted later after review and evaluation of the accompanying preliminary proposal by the Office of Education, outside consultants, and the State education agency.

Sincerely,

Dr. Stanley C. Campbell
Superintendent or legally
authorized representative
(If latter, give title)

Enclosures
Part I - Reference Information
Part II - Narrative
Assurances
cc: SEA

DRAFT

APPROVAL EXPIRES:

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

ESEA TITLE III, SEC. 306
Elementary and Secondary Education Act of 1965 (P.L. 89-10)
PART I - REFERENCE INFORMATION
APPLICATION

SECTION A - PROJECT INFORMATION

1. PURPOSE:
   a. [X] PRELIMINARY PROPOSAL
   b. [ ] FORMAL PROPOSAL
   c. [ ] CONTINUATION APPLICATION
   BUDGET PERIOD: (Circle one)
   2 3 4 5

2. IN ALL CASES EXCEPT PRELIMINARY PROPOSAL GIVE OE-ASSIGNED PROJECT NUMBER:

3. PROJECT TITLE

A Comprehensive Diagnostic Teaching Clinic

4. PROJECT FOCUS

CHECK ONE

   a. [ ] EARLY CHILDHOOD EDUCATION
   b. [X] DISADVANTAGED
   c. [ ] ENVIRONMENTAL EDUCATION
   d. [ ] READING
   e. [ ] HUMAN DIVERSITY AND CULTURAL PLURALISM
   f. [ ] STUDENT/YOUTH ACTIVISM

If under the project focus above, specific provisions for handicapped students are also being made, indicate below:

   [X] Project serving 100% handicapped students
   [ ] Project serving less than 100% handicapped students

5. NAME OF APPLICANT (Local Education Agency)	6. ADDRESS (Number, Street, City, State, Zip)	PHONE NO.
Indianapolis Public Schools	120 East Walnut Street Indianapolis, Indiana 46204	634-2381 AREA CODE 317
7. NAME OF SUPERINTENDENT	8. COUNTY	9. CONGRESSIONAL DISTRICT(s)
Mr. Stanley C. Campbell	Marion	Indiana 6 and Indiana 11
10. NAME OF PROJECT DIRECTOR	11. ADDRESS (No., Street, City, State, Zip)	PHONE NO.
Bennie Morgan	120 East Walnut Street Indianapolis, Indiana 46204	634-2381 AREA CODE 317

I certify that the information contained in this application, is, to the best of my knowledge correct and the local educational agency named above, has authorized me as its representative to file this application.

SIGNATURE AND TITLE OF PERSON AUTHORIZED TO RECEIVE GRANT	DATE SUBMITTED

SECTION B - TITLE III BUDGET SUMMARY FOR PROJECT

BREAKDOWN OF TOTAL ESTIMATED BUDGET BY SOURCE	BUDGET PERIOD 1st	2nd	3rd	4th	5th
1. Title III Sec. 306 Funds	286,000	158,700	72,300		
2. State Title III and Other Federal Funds					
3. State Funds					
4. Local Funds					
5. Other Funds					
6. Total Estimated Budget (Lines 1 - 5)					
7. Amt. of Line 1 budgeted for handicapped	286000	158700	72,300		

SECTION C - PUPIL POPULATION DATA

1. Enrollment Data as of the most recent October 1		PRE-KINDERGARTEN	KINDERGARTEN	GRADES 1 - 6	GRADES 7 - 12	TOTAL
a. Total LEA Enrollment	(1) Public		8,793	55,068	42,453	106,314
	(2) Non-Public		189	12,400	9,222	21,811
b. Enrollment of Project Area	(1) Public		8,793	55,068	42,453	106,314
	(2) Non-Public		189	12,400	9,222	21,811
CIRCLE THE GRADE LEVELS OF PARTICIPATING STUDENTS			1 2 3 4	5 6 7 8	9 10 11 12	
c. Total No. of Project Participants	(1) Public		880	5500	4245	10,625
	(2) Non-Public		20	1240	922	2,182

2. Racial/Ethnic Data

POPULATION	NEGRO	INDIAN	ORIENTAL	SPANISH SURNAMED (See instruct.)	CAUCASIAN (Other than Span. Surnamed	OTHER	TOTAL
Local Education Agency	37210		1063		68041		106314
Target School(s)	37210		1063		68041		106314
Student Participants	3721		106		6804		10631

3. Additional Project Data (See instructions)

a. Total student participation	Number	10631.00
b. Staff engaged in inservice training	Number	50.00
c. Adults	Number	10.00
d. Total number of project participants (a through c)	Number	10691.00
e. Current LEA per pupil expenditure (excluding Federal support)	Cost $	683.00
f. Current per pupil expenditure for project area students (including Federal support)	Cost $	900.00
g. Additional per pupil expenditure for project participants	Cost $	48.00
h. Estimated percentage of target group which is:		
Rural (fewer than 2,500 inhabitants)	Percent	0
Urban (more than 2,500 inhabitants)	Percent	100
i. Estimated percentage of student participants who reside in Model Cities Area	Percent	14.6

260

PROJECT -TOTAL- PROGRAM STAFF (See Instructions)

POSITION CATEGORY	Positions Assigned to Project			
	Number Full-Time	Part-Time		Total Full-Time Equiv. (Columns 2 + 4)
		Number	Full-Time Equiv.	
1	2	3	4	5
a. ADMINISTRATION/ SUPERVISION	2			2
b. TEACHER				
(1) Pre-Kindergarten	0			0
(2) Kindergarten	1			1
(3) Grades 1-6	2			2
(4) Grades 7-12	1			1
(5) Other	0			0
c. SPECIALISTS	6	1	½	6½
d. PUPIL PERSONNEL WORKERS	2			2
e. EVALUATORS		1	1/3	1/3
f. TEACHER ASSISTANTS, TEACHER AIDES	2			2
g. CLERICAL PERSONNEL	3			3
h. COMMUNITY LIAISON PERSONNEL		3	1	1
i. ALL OTHER PERSONNEL				0

SECTION B - HANDICAPPED PROJECT PARTICIPATION ONLY

1. Number of Children Served by Handicapping Condition and Grade Level; and Number of Personnel Receiving In-Service Training with Title III Sec. 306 Funds.

Type of Handicap	GRADE LEVEL					IN-SERVICE TRAINING			
	Pre-K	K	1 - 6	7 - 12	Total	Teacher	Teacher Aides	Other	Total
1	2	3	4	5	6	7	8	9	10
a. Trainable Mentally Retarded					531	3.0			3
b. Educable Mentally Retarded					2657	13			13
c. Hard of Hearing					212	1			1
d. Deaf					106	1			1
e. Speech Impaired					2870	13.0			13
f. Visually Impaired					531	1			1
g. Emotionally Disturbed					2126	10			10
h. Crippled					531	1			1
i. Learning Disabled					1063	7			7
j. Other Health Impaired									
k. Total					10,627	50			50

2. Number of Handicapped children served who attend private nonprofit schools 0

3. Distribution By Ethnic Groups

POPULATION	NEGRO	INDIAN	ORIENTAL	SPANISH SURNAMED (See instruct.)	CAUCASIAN (Other than Spanish Surnamed	OTHER	TOTAL
1	2	3	4	5	6	7	8
Student Participants	3720	-	106	-	6801	-	10,627

SECTION E - HANDICAPPED PROJECT PARTICIPATION ONLY (Continued)

c. Children Receiving Services - DISTRIBUTION BY DEMOGRAPHIC AREA

CATEGORY	NUMBER
a. Urban Areas (over 50,000)	10,627
b. Rural Areas (under 2,500)	-
c. Other Demographic Areas (from 2,500 - 50,000)	-
d. Total (Sum of Lines a., b., and c.)	10,627
e. Student participants who reside in Model Cities Area	1,551

SECTION F - TOTAL PROGRAM STAFF FOR HANDICAPPED (Component or Total Project)

POSITION CATEGORY	Positions Assigned to Project			
	Number Full-Time	Part-time Number	Part-time Full-Time Equiv.	Total Full-Time Equiv. (Columns 2 + 4)
1	2	3	4	5
a. ADMINISTRATION/ SUPERVISION	2			2
b. TEACHERS *				
(1) Trainable Mentally Retarded	See foot note			
(2) Educable Mentally Retarded				
(3) Hard of Hearing				
(4) Deaf				
(5) Speech Impaired				
(6) Visually Impaired				
(7) Emotionally Disturbed				
(8) Crippled				
(9) Learning Disabled				
(10) Other Health Impaired				
c. SPECIALISTS	6	1	½	6½
d. PUPIL PERSONNEL WORKERS	2			2
e. EVALUATORS		1	1/3	1/3
f. TEACHER ASSISTANTS, TEACHER-AIDES	2			2
g. CLERICAL PERSONNEL	3			3
h. COMMUNITY LIAISON PERSONNEL		3	1	1
i. ALL OTHER PERSONNEL	0			0

* Total of 4 teachers will serve all categories.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

DRAFT

SPECIAL PROGRAMS AND PROJECTS BRANCH
(TITLE III, Sec. 306, ESEA)

PRELIMINARY PROPOSAL
PART II - NARRATIVE

Indiana | February 9, 1971 | Indianapolis Public Schools

STATE | DATE SUBMITTED | APPLICANT

120 East Walnut Street, Indianapolis, Indiana 46204

PROJECT TITLE

A Comprehensive Diagnostic Teaching Clinic

A. Abstract

Describe the major objectives and activities of each component, including that for the handicapped if it is but one part of the total project, in 500 words or less. (See pages 13 and 14 of the manual.)

B. Planning the Preliminary Proposal

1. What groups and individuals helped plan this preliminary proposal? What did they contribute?

2. What sequence of activities took place during the planning?

C. Defining the Problem

1. Why do you want to try to solve this particular problem?

2. Local surveys, interviews, or other means of investigation give what evidence that the problem is critical? What types of student will participate? Which schools? Why did you select them?

3. If previous local attempts were made to solve the problem with local, State, or Federal funds, what were they and what did they accomplish?

D. Determining Project Objectives

1. What do you want the participants (students, teachers, administrators, parents, etc.) in the various program components to be able to do at the end of the total project?

2. What is your best estimate of the time it will take to achieve these objectives? How did you arrive at this proposed project duration?

E. Selecting Program Activities

1. Why did you choose these activities instead of other possible solutions?

2. How do they provide a new and comprehensive solution to the problem and supplement current efforts?

3. How will the selected approaches contribute to basic changes in instruction, materials, administration or other ways and means to eliminate the problem?

F. Developing a Strategy for the Preparation of the Formal Proposal

1. What students, parent and community representatives from the target schools, nonprofit private school representatives, public school personnel, and other persons broadly representative of the cultural and educational resources of the area will help to develop the formal proposal?

2. What sequence of activities will take place during the planning phase? Include a weekly schedule of events planned for a developmental period of approximately 8 weeks.

A Comprehensive Diagnostic Teaching Clinic

A. Abstract

Describe the major objections and activities of each component, including that of the handicapped if it is but one part of the total project, in 500 words or less.

The Indianapolis Public Schools desires to develop through Title III, a Comprehensive Diagnostic Teaching Clinic with associated support systems. A major objective of such a clinic will be to provide educationally handicapped children with an extensive and intensive educational experience while teaching prescriptions for them are being developed.

The Diagnostic Teaching Clinic will serve as a resource center, an in-service training facility and as a curriculum and materials development center in addition to its primary function as stated above.

The Diagnostic Clinic will be designed to provide its full range of services to all children presenting handicapping conditions. Of necessity, a system for referrals will have to be designed and it is presently envisioned that the Clinic services would be made available following intervention by educational specialists at the local school level. It is further anticipated that a further level of intervention would

be provided by mobile diagnostic teams.

As information, techniques and procedures are developed in the Center, a retrieval system will be developed in order to provide the teacher with full and immediate access to all data which would enable her to provide the handicapped child with a meaningful, relevant prescriptive program.

The number of children served initially will be determined by admission criteria, size of the diagnostic teaching staff, length of time required to develop a relevant prescription for the child, success of the in-service training programs, cooperation of parents as well as a variety of other factors associated with day care programs. Direct service to as many as 500 pupils might be provided the first year. Four diagnostic centers might be required to meet the needs of the Indianapolis community.

Once the diagnostic center (s) becomes fully operational, it is envisioned a full range of service be extended to handicapped pre-school children. The consultative resources of the centers can be immediately made available to the early education programs currently contracting services. A pre-kindergarten screening program, developed during the 1970-71 school year might also be served by the Center as children

with handicapping conditions are identified.

The project will begin prior to the 1971-72 school year. An intensive pre-service workshop will be conducted once the project staff has been selected. In-service training for teachers and administrators will be conducted as a means of insuring both understanding and cooperation. All support personnel presently providing services to elementary and secondary school pupils will be utilized as primary intervention agents. These personnel will also serve as a liaison between the Diagnostic Clinic and the regular classroom.

B. Planning the Preliminary Proposal

1. What groups and individuals helped plan this preliminary proposal? What did they contribute?
2. What sequence of activities took place during the planning?

The statistical reports of the Psychological Division have pointed up a need for a diagnostic teaching clinic to better serve the handicapped pupils in the Indianapolis Public Schools. The teachers in classes for the exceptional child have expressed a need for a more complete and precise definition of the handicapping condition. Social Service and Guidance personnel reinforced the observation that there is a need for an expanded involvement of the parent in the education of the handicapped student.

A survey of elementary school administrators by the Regional Coordinator reflects a growing concern for providing educational strategies to deal with the handicapped pupil.

Teacher responses to the question of their area of greatest need as elicited by principals, social workers and building consultants, consistently portrays the concern for a prescriptive teaching program that will meet the need of the exceptional child in the classroom.

The central administrative staff in seeking an adequate response to the growing awareness of teachers to special needs, has been involved in a continuous dialogue with university personnel, child guidance clinic personnel and mental health specialists. Professionals in the various agencies providing diagnostic services to our handicapped pupils have clearly reflected the feeling the schools are in the most favored position to provide meaningful educational assistance to the pupil in need.

C. Defining the Problem

1. Why do you want to try to solve this particular problem?
2. Local surveys, interviews, or other means of investigation give what evidence that the problem is critical? What types of student will participate? Which schools? Why did you select them?

3. If previous local attempts were made to solve the problem with local, State, or Federal funds, what were they and what did they accomplish?

1. Primarily we are concerned with utilizing all the personnel and technical skill at our command to create the best possible learning environment for the handicapped. Pupil mandatory legislation, to become fully operational in 1973, requires an educational program for every handicapped pupil. Without an adequate diagnostic program followed by a prescription for the individual child, this legislation will mean very little. While the Indianapolis Public Schools has been a pioneer system in special education programming and has had a continuous expansion of support services, the staff has become increasingly sensitized to the value of a more comprehensive diagnostic and prescriptive program for the handicapped child.

2. University personnel have conducted independent surveys and research investigations to identify the educationally vulnerable child and, at the same time, to plan special programs based upon these research findings. The Indianapolis Public Schools maintains a Research and Planning Division. Their data suggests an urgent need to provide a more comprehensive service which will include educational strategies designed to aid the regular classroom teacher.

Parents whose handicapped children are presently not enrolled in public school have taken the initiative in expressing their belief that the public school provide an educational program suited to the handicapping conditions of these children.

All handicapped children will be eligible beneficiaries of clinic services.

All Indianapolis Public Schools will be served.

3. The list of programs which follows reflects some of the efforts at intervention:

1. Some contract services are purchased such as those offered by the Marion County Child Guidance Clinic, and General Hospital Community Mental Health Clinic Service.

2. Services are provided to children who are in residential programs at Juvenile Detention Center, hospitals, etc.

3. There is limited reimbursement from the State Department of Public Instruction to the local school corporation for its special education programs.

4. There have been some Title I funds for tutorial reading and math programs for the experientially deprived. A Title III program, restricted in both its intent and scope was designed to assist the regular classroom teacher in

recognizing and the subsequent teaching of children with learning disabilities or behavior disorders.

While the specific objectives of each program were attained, an additional major outcome was that each program served to point up the need for a more comprehensive effort.

D. Determining Project Objectives

1. What do you want the participants (students, teachers, administrators, parents, etc.) in the various program components to be able to do at the end of the total project?
2. What is your best estimate of the time it will take to achieve these objectives? How did you arrive at this proposed project duration?

The project is designed to achieve both long range and specific objectives. A major objective of this project is to promote academic achievement of the educationally handicapped pupil. A second objective of the project is to develop a mental health program within the school setting. It is planned the following specific objectives would be achieved: (1) To develop diagnostic evaluation and teaching teams; (2) To develop relevant educational strategies for a variety of educationally handicapping conditions; (3) To provide in-service training for teachers and intervention specialists in

developing techniques and procedures to be used in the regular classroom.

2. Our best estimate would indicate the achievement of objectives could not be accomplished in less than a five year period.

We would need a period for the planning phase of the project. The second phase would be an implimentation phase, consisting of a pre-service training for project staff, administrators, teachers and parents of handicapped children. A third phase might well be the formation of diagnostic teaching teams. It is envisioned that there would be intervention by educational specialists at three levels culminating in the services to be provided in the physical setting of a diagnostic teaching clinic. Once services are provided within the physical setting of a diagnostic teaching clinic, program will of necessity, have to be carried out over a period of sufficient length as to permit the application of valid evaluation techniques.

E. Selecting Program Activities

1. Why did you choose these activities instead of other possible solutions?

2. How do they provide a new and comprehensive solution to the problem and supplement current efforts?

3. How will the selected approaches contribute to basic changes in instruction, materials, administration or other ways and means to eliminate the problem?

1. While it might be possible to purchase clinical services from professionals within the community, such a practice would do little or nothing to promote growth and development of local school staff responsible for educational programming.

The practice of using school professionals such as social workers, pyschologists, guidance personnel, etc. only as referring agents, prevents the bringing of their expertise to bear in a unified way on the identification and remediation of the pupils' handicapping conditions.

We see the Diagnostic Teaching Clinic as being a unifying force for the various clinical components which now exist separately within the school system.

2. A major existing problem is the seeming inability to translate the clinical findings into meangingful techniques and procedures for implimentation by the classroom teacher. The Diagnostic Teaching Clinic is seen as a vehicle to bridge this gap in educational practices.

The Clinic would serve not only as the setting for designing instructional programs for the educationally handi capped, but also the setting in which the teacher would receive training in the use of the techniques and procedures designed.

A program so conducted would promote or insure that a close relationship between the clinic and the classroom would be maintained.

3. These approaches will basically change our instructional methods from group or class orientation to individualized prescriptive instructions. The experiences gained in the Clinic will provide the teacher with the techniques and skills needed to respect the individual differences of the pupils in her classroom. One of the functions of the Diagnostic Teaching Team (in cooperation with the Curriculum Division) will be to produce or adapt materials as dictated by the prescription. It will be the responsibility of the administration to provide the support needed in the conduct of in-service training, flexible or modular scheduling, supporting a continuous progress model and making available consultant help as needed.

F. Developing a Strategy for the Preparation of the Formal Proposal

1. What students, parent and community representatives from the target schools, nonprofit private school representatives, public school personnel, and other persons broadly representative of the cultural and educational resources of the area will help to develop the formal proposal?

2. What sequence of activities will take place during the planning phase? Include a weekly schedule of events planned for a developmental period of approximately 8 weeks.

1. An advisory group will be selected with representatives from neighborhood associations, parent groups, local health

service clinics, student councils, university staffs, school administrators, representatives of municipal and state governments, the private business sector and other persons broadly representative of the cultural and educational resources of the area.

2. The sequence of activities will be as follows:

1). Documentation - development of a comprehensive plan.

2). Dissemination of comprehensive document to administration, regional coordinator, advisory groups and members of planning committee.

3). Establishment of Task Forces in terms of functions.

4). Carrying out of assigned duties by the task forces.

5). Evaluation of the task forces recommendations.

6). Drafting of the final plan by the task forces in conjunction with the administration.

Programs Under Title III, Sec. 306, ESEA

ASSURANCES

1. The applicant is a "local educational agency" within the meaning of the Regulations under section 306 of the Elementary and Secondary Education Act of 1965 (ESEA) and has the necessary legal authority to apply for the proposed grant;
2. That in the planning of the project there has been, and in the establishment and carrying out thereof there will be, participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interest of potential beneficiaries;
3. That the activities and services for which assistance under this title is sought will be administered by or under the supervision of the applicant;
4. The project will be operated in compliance with section 306 of the ESEA and with the Regulations, policies and administrative issuances of the Commissioner, including any requirement for the submission of reports;
5. Funds made available under Title III, sec. 306 of the ESEA will be so used as to supplement and not supplant State and local funds expended for educational purposes and, to the extent practical, increase the fiscal effort that would in the absence

of Title III, sec. 306 funds be made available by the applicant for the purpose of Title III, sec. 306 and for other educational purposes;

6. That (A) reasonable provision has been made, consistent with the other uses to be made of the facilities, for areas in such facilities which are adaptable for artistic and cultural activities, (B) upon completion of the construction, title to the facilities will be in a State or local educational agency, and (C) in developing plans for such facilities, (i) due consideration will be given to excellence of architecture and design and to the inclusion of works of art (not representing more than 1 percent of the cost of the project, and (ii) there will be compliance with such standards as the Secretary may prescribe or approve in order to insure that, to the extent appropriate in view of the uses to be made of the facilities, such facilities are accessible to and usable by handicapped persons;

7. The applicant will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and the Regulations of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to that title, to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under

any program or activity for which the applicant receives Federal financial assistance from the Department. (The assurance of compliance (HEW form 441), or court order, or desegregation plan previously filed with the U.S. Office of Education in accordance with Department of Health, Education, and Welfare Regulations applies to this application);

8. That the program or project for which application is made will utilize the best available talents and resources and will substantially increase the educational opportunities in the area to be served by the applicant;

9. That the proposal is consistent with the applicable provisions of Title III of the act and makes provision for the participation of children enrolled in nonprofit private schools in the area to be served, to the extent consistent with the number of such children whose educational needs are of the type to be met by the project;

10. That no board of staff member of the local education agency will participate in, or make recommendations with respect to, an administrative decision relating to a program or project under Title III, sec. 306 of the act if such a decision can be expected to result in any benefit or remuneration, such as royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit, to him, or any member of his immediate family;

11. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for, and in behalf of, said applicant and to act as the authorized representative of the applicant in connection with this application;

12. All equipment acquired with funds under Title III, sec. 306 of the ESEA will be used for the purposes specified in the approved project proposal, will be owned by, and subject to, the administrative control of the applicant, and will be accounted for to the Commissioner of Education in accordance with applicable regulations;

13. Effective procedures, including objective measurement of educational achievement, will be adopted for evaluating at least annually the effectiveness of the proposed project;

14. None of the funds made available under Title III, sec. 306 of the ESEA will be used for religious worship instruction;

15. These assurances apply to the grant herein applied for and to all subsequent extensions or modifications of the grant.

_____, _____, is
(Name) (Title)

authorized to receive and administer such funds as may be granted by the U.S. Office of Education pursuant to the attached application.